

# *The* CLEARING HOUSE

A JOURNAL FOR MODERN JUNIOR AND SENIOR HIGH SCHOOLS

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No. 5

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*In this issue:*

How Can Teaching Compete  
with TV?

*by* GEORGE N. GORDON

Life, Literature, and the Pursuit  
of Hamburgers

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What Counts with Parents?

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The "Eleven-Plus" Battle in Education in England . . . A Barrage of Slings  
and Arrows . . . Paperbacks for Slow Learners . . . Teacher Participation in  
Selecting New Personnel . . . So You Want to Teach Abroad?

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# The Clearing House

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## THE CLEARING HOUSE

*A journal for modern junior and senior high schools*

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JANUARY 1958

No. 5

# The "Eleven-Plus" Battle in Education in England

By  
JOEL B. MONTAGUE, JR.

"ELEVEN-PLUS" IS VERY LIKELY a meaningless arithmetical phrase to American teachers and students. In England it is the most frequent and controversial subject of discussion in the field of education at the present time, not only among teachers and students but also among parents. Eleven-plus is the first topic on the agenda of local education authorities, top administrators, and policy makers. Labour and Conservative political leaders are exercised about it.

The term "eleven-plus" has now come to refer to the examination which forms the basis of selection of students for the different types of secondary schools; or sometimes it refers to the whole selection process which has been developed in order to implement the provisions of the 1944 Education Act. (See my article, "The New English Secondary Schools," *Clearing House*, Vol. XXVI November, 1951.) This act, prepared by the coalition government when Winston Churchill was prime minister, provided, for the first time, free, compulsory, public-supported secondary education for all children up to the age of fifteen—to be extended to sixteen and seventeen, at the discretion of the Minister of Education. The underlying purpose of the 1944 act was to provide equality of educational opportunities for children of varying interests and intelligence. The old system of elementary and "higher education" was replaced

by the threefold classification: primary, secondary, and further education. The new secondary schools, roughly equivalent to our high schools, are of three types: grammar, technical, and secondary modern.

The educational authorities were thus faced with the problem of selection of pupils for these three kinds of schools. A battery of tests was devised in which an intelligence test plays a major part. This examination is administered to all children in the last term of the primary school, which means at the age of "eleven plus." The child's score on this examination largely determines which school he will attend for the next three or four years and, the English social system being what it is, the type of secondary school which the child attends determines to a large extent his lifework and his place in English society. Those students making the highest scores attend grammar schools. However, they may choose to attend a technical school. The remainder, consisting of roughly 60 to 75 per cent of the total age group, attend secondary modern schools. The I.Q. cutting point for grammar schools varies from district to district but seldom falls below 110 and is usually 114, 115, or 116.

Of course the grammar schools, some of which were previously church-related private schools and all of which are patterned on the old high-status independent private

## EDITOR'S NOTE

Sometimes we may think that the most serious issues in secondary education are those which face us in this country. Therefore, it may be comforting to learn that other countries have their problems in secondary education too. This article describes the "battle" now raging in education in England over "Eleven-Plus." It concerns what kind of secondary school the boys and girls will attend. The method of enforcing decisions that will determine the kind of secondary school has both teachers and laymen in England all upset. In the English social system the type of secondary school which a youth attends determines to a large extent the family's prestige as well as the youth's place in English society. Also, it has impact on his choice of lifework.

The author, Joel B. Montague, Jr., is associate professor of sociology, State College of Washington at Pullman. He spent the 1950-51 year in England working on a research program at the London School of Economics. During the past year he revisited England and continued his work on research in English social structure. A second article by the author will appear in the February issue of *The Clearing House*.

schools, have the most prestige. They offer a more or less classical curriculum and are almost exclusively the source of university students. Practically every parent, and particularly every middle-class parent, feels his child has failed the examination if the child's score is not high enough to admit him to a grammar school. As an English friend put it to me, "If a boy fails to get into grammar school, he's had it," meaning that he is effectively eliminated from any possibility of entering the professions, higher grades of the civil service, and many positions in business and industry.

The three types of secondary schools are based in theory upon a famous report, "The Education of the Adolescent," made

in 1926 by an official committee headed by Sir W. H. Hadow. The report argued that one type of school is as good as another, but both tradition and observation of the facts of the actual situation make it almost impossible for the general public to accept this point of view. The grammar schools, in addition to their traditional prestige, have the most nearly adequate buildings and the best educated teachers. There are separate schools for boys and girls, which is not always true of secondary modern schools. Also, both grammar school boys and girls wear uniforms, whereas this is not so strictly held to in the secondary modern schools. J. D. Scott, in his recent book, *Life in Britain*, says: "The grammar schools are (with the private schools) universally recognised to be producing the future leadership; most of the well-paid, responsible, interesting jobs will go to grammar school boys and girls."

The feeling against the present system is widespread. W. Roy Nash, *News Chronicle* writer, calls it a "revolt against 11-plus." In this short article, I can comment only briefly upon the most frequently heard criticisms.

Under the present system, it is obvious that a high degree of emotional tension and anxiety is aroused by the eleven-plus examination system. For months before the examinations, various kinds of pressure are put on the eleven year olds. Bicycles are frequently promised as rewards for success, and threats are made against failure. It is said that the number of prescriptions for sleeping pills rises and that by the time of the examination many students are in no condition to take it. (*Times Educational Supplement*, May 17, 1957.)

Another general criticism is that at the age of eleven, a child is too young to be subjected to a test the results of which will greatly influence the rest of the child's life. Mr. Nash asks: "Is it fair to brand a child so young?" However, there is the case of the precocious nine-year-old girl whose

mother is carrying on a running battle with educational authorities because they will not permit the girl to take the eleven-plus examination.

The validity of the tests is also being questioned. The technical aspects of tests are not understood by lay people and they do not trust the tests. Also, the belief is widespread that students can be coached for the examination and that some receive better coaching than others. It is apparently true that much of the last term of the primary school is given over to "preparing" the pupils for the eleven-plus.

Other criticisms of the tests are made by socialists and some social scientists, who hold that intelligence tests and the resulting I.Q. are class biased, thereby placing the working-class child at a disadvantage. They also point out that the present system results in "segregated" schools—the secondary modern being almost exclusively working class and the grammar schools being largely middle class. Speaking before the Council for Children's Welfare in London recently, Edward Blishen said: "When we divide children at 11-plus we divide men from men . . . it is all wrong to have children between the ages of 11 and 15 thinking of themselves as the head or the tail." He gave instances of grammar school girls referring to modern school boys as "teddy boys" and modern school boys calling grammar school boys "college kids." Mr. Blishen thought that the existing tripartite division of secondary schools was essentially a way of confirming social differences. (*Times Educational Supplement*, May 17, 1957.)

Use of the eleven-plus examination does not consistently result in selection on the basis of ability, because other factors, such as the number of places available in local grammar schools in relation to the size of the age group, may determine the cutting point on examination scores. Thus, in one local district, all children making an I.Q. score of above 110 may be admitted to

grammar schools, whereas in a locality having more limited space, a child may have to have an I.Q. of 115 or above to gain admittance. It has been pointed out that pupils in crowded, poorly equipped rural schools have less chance of obtaining grammar school entrance than do children from city schools. In the county of Buckingham, the disparity is reported to be: 30 to 50 per cent go to grammar schools from the towns and 2½ to 10 per cent from the country schools. (*Times Educational Supplement*, June 28, 1957.) In a study to determine the relationship of social class background to grammar school selection, the two factors of number of places available and size of the working-class population were found to be more important than was the examination score. (Jean Floud and A. H. Halsey, *British Journal of Sociology*, March, 1957.)

There is also the question as to whether the present system is selecting the right pupils for grammar schools, inasmuch as 20 per cent of them drop out and fewer than half of those who finish grammar school pass examinations in five subjects, which is the minimum for university matriculation.

The Labour Party is pledged to do away with the whole system and establish comprehensive schools. "Labour will abolish the practice of selection at 11-plus for different types of schools because it is convinced that all children would benefit if during the whole of the period of their secondary education they shared the facilities both social and educational of one comprehensive secondary school." (Labour Party, "Challenge to Britain," 1953.)

A few comprehensive schools have been established by local educational districts, mostly in large cities. In these schools a conscious effort is made to keep the student body heterogeneous. They are quite similar to the large high schools which accommodate the whole age group in our smaller cities having only one high school. Socialists generally praise them; people of an-

other turn of mind reject them entirely and say that they result in "lowering the standards." The school authorities in the city of Birmingham, where the city government is controlled by socialists, have announced that they will not use the eleven-plus examination in the future. Presumably a comprehensive system will be worked out. Birmingham is not the first local education authority to dispense with the examination system. One would think that since the local districts have the power to use or not to use the examination, more of them would choose not to utilize it. Schoolmen with whom I have talked usually take the position that as long as there are three types of schools for which students must be selected, the existing procedure works out as well as could be expected. The results are roughly in keeping with the theoretical distribution of native intelligence, and if mistakes are made there are provisions for transfer. However, grammar school selectees are practically never transferred to secondary modern schools and changes in the other direction seldom occur.

Those who approve the present system are not so vocal as those who criticize it. Opinion seems to be divided along political and social class lines, and since approximately 50 per cent of the population sup-

ports each party, the country is seriously divided on this problem of educational policy.

There are many thousands of working-class boys and girls in grammar schools at the present time, and this was not true before the 1944 act. On the other hand, the modern school is almost exclusively working class. If a middle-class child fails to be selected for grammar school, his parents will make every effort to send him to a private school of the grammar type. There are 639 independent private schools officially recognized as "efficient" and "by no means all efficient independent schools are included in this category." (Central Office of Information, "Education in Britain," 1956.) This is not to mention the hundreds of independent private schools of less certain efficiency.

Of course the upper class—what is left of the landed aristocracy, the wealthy industrialists, and so on—and all of the middle class who can possibly afford it avoid the whole problem of eleven-plus by sending their children to fee-charging independent private schools from the age of five, or at least before they are subjected to the dreaded eleven-plus examination.

The problem of the private schools will be discussed in an article in the February issue.



## Relationship of Reading and Intelligence

Poor reading ability is still often interpreted by many as an indication of inferior intelligence. While there is a definite relationship between intelligence and reading ability, this relationship is far from perfect; and many children with reading difficulties are of average or above average intelligence. In fact, a great majority of children in remedial classes or reading clinics throughout the country have average or superior intelligence; however, this may be, in part, an artifact because of the criteria used in selecting children who are to receive special help. Poor readers often begin to think of themselves as being "dumb," especially when others regard and

treat them as such; and they then tend to function or operate accordingly. Teachers and parents need to be wary about accepting intelligence test scores which suggest low intelligence. Performance on many intelligence tests . . . is partly dependent upon reading ability; and, in the case of poor readers, scores are apt to reflect their poor reading ability rather than intelligence. However, some poor readers may be below average in intelligence and, also, may be reading as well as their intellectual capacities permit. It would be unreasonable and futile to expect these children to be reading at levels beyond their potential.—EMERY P. BLIESMER in *Education*.

# How Can Teaching Compete with TV?

By GEORGE N. GORDON

WHEN EDUCATIONAL SHOFTALK turns to television, one usually hears a variety of wails and laments. The most frequent, I think, came recently from an English teacher friend of mine. It goes, in effect, "How can I compete with television? I'm a teacher, not a variety show. Is it any wonder I can't hold the children's attention? Look at the competition: everything from trained pups to western gun fights!"

And heads nod in sympathy for poor Miss Ichabod. Of course, school is dull for Johnny. The other world, the world of the mass media, the world in which Johnny lives a lion's share of his waking hours, is a musical comedy carnival, peopled with exciting folk who make teacher look dull and schooling a bore.

But, on second thought, must a teacher really compete with video? If she must, the contest is comparable to a race between a jet motorboat and a two-toed sloth. Tele-

vision utilizes some of the slickest professional talent in America. It is the domain of the specialist, the writer, producer, and entertainer who know all the tricks in getting and maintaining attention and affection.

It is not unexpected, therefore, that a teacher often feels she is running a slow second to the mass media in terms of the impact she is making on her charges. If a pedagogue displayed notable skill as an entertainer, may I suggest that she would leave the world of education for "show biz," where society rewards excellence on a grander scale than do our institutions of learning. Some teachers with talent have made the jump (Sam Levenson, for one). But if *most* teachers do not desert to the entertainment profession, it is probably because they are not, and never will be, good enough entertainers.

Competition? The word is ill chosen and irrelevant. I do not think a teacher can, or should, battle the mass media head on. In America, with our system of commercial broadcasting, there is plenty of scope for a teacher to side-step a conflict of interests with the mass media. Let video do the things it does with professional ease: entertainment, amusement, and diversion. Education is a profession too, and it has other functions and advantages.

What are these factors, beyond the range of the mass media, which a teacher may exploit? What are the things television cannot do, limited instances of educational broadcasting aside? How may a teacher transform the classroom situation into an experience unique, qualitatively, from television, and closed to invidious comparisons?

In the first place, the mass media do not, usually, stimulate reflection. By its nature television, particularly, offers fare designed

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## EDITOR'S NOTE

*We hear a lot about experiments in educational TV, and some of us wonder whether the TV set may eventually replace the teacher. Video is such a relatively new field that its educational role has not become clear. What are the things that TV can do for education, and what are the things that it cannot do? This is the question that the author writes about. He says that TV is not particularly educational in anything but the most general sense. It is not concerned, for example, with the welfare of our pupils. There are some matters in which the good teacher beats a TV set all hollow. The author is assistant professor of education in the department of communications in education at New York University.*

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to capture an audience for the moment. The viewer is prompted to forget the previous program and to watch a new one the minute it is over. Suspense may be aroused, and often the anxiety which creates the loyal viewer. But there is little invitation to *think*.

On the other hand, the command to reflect is the good teacher's secret weapon. The unanswered question is the teacher's most potent tool, along with the unsolved problem in science, the ironies and contradictions in man's heritage and social life. And don't forget the question mark that extends into the future. Grist for the mill of reflection, all.

Second, American television cannot afford to analyze and constructively criticize accepted ideas and values. Our commercial system of broadcasting tries to offend as few listeners as possible, lest soap remain unsold. Video's offerings are generally standardized, homogenized, speaking for nothing but an affirmation of the *status quo*.

A teacher's obligation is to examine our way of life, to explore cultural values, and to highlight the weaknesses as well as the strengths of our age. This is a precious advantage, and one which our students should know we possess. The "sacred cows" in the television barn are numerous. We can analyze them, discuss them. Controversial ideas are eschewed, usually, by video, like the plague. We can present them to our students, opening up a world of ideas which are literally written out of television scripts. We can seek out the "unpopular" ideas and exploit them in our own interests.

Third, television cannot provide what every good teacher must provide: scope for the individual student's sense of accomplishment. And accomplishment may be recognized by a pat on the head, the return of a well-annotated theme, or by a comment on a report card. Be this recognition positive or—sometimes—negative, it is distinctively human. The television set stands impersonal, inhuman, banally aping

the personal touch, a sham which youngsters recognize so quickly, and resent.

Nor can students interact with the video image. React, yes, but the TV screen cannot answer back with more than a prefabricated smile. And interaction is a strange thing. It may be nothing more than a meeting of eyes or a sense of being in a physical presence. It may be a heated argument or a debate. It may be expressed in a wink. But it is real. It varies with the size of a group, but, sometimes and amazingly, size is irrelevant. Whatever it is, whether it is interpreted in a mystic sense or talked about as "group dynamics," a television set cannot do it. You can.

Television is also powerless against the problem of modifying its message to suit the competence of different individuals or groups. The sensitive teacher varies her lesson to meet the specific natures of her pupils. We all know that classes differ in "tone," and, of course, we are continually aware of individual differences. Don't we shift ground, modify our methods, search ourselves and our experiences to try to reach these variant groups and individuals? I hope we do. And often we succeed.

Television, on the other hand, operates blindly. It cares not for individuals, and the group to which its fables are addressed is the one big lowest common denominator of tastes and interests. The flexibility we possess is an undeniable weight on our side of the scales.

Lastly, what is our biggest advantage contra video? Simply this: a teacher may make her ultimate, deepest, and most lasting concern the welfare of the individual student. This welfare, we must believe, is the pursuit of his educational life. Video, as we know it in America, is *not* educational, by and large, in any but the most vapid sense of the word. So it is not concerned, in our terms, with the welfare of our pupils.

This kind of concern is not manifest by the American television industry today, since success here is measured purely in



economic terms. Although we talk and dream, it is unlikely that commercial broadcasters will address themselves soon to providing a national service commensurate with the educational needs of a democracy.

We are justified in a faith, I think, that our students recognize our superiorities, in this latter respect particularly. Most people know, in the long run, when they are being exploited. And they learn by experience to understand who has their real interests at heart.

So we cannot compete with television, but television cannot compete with us either. Our advantages are significant, and we are in default as teachers to the extent that we do not make use of them, individually in our classrooms and in our educational systems at large. An old saying in vaudeville went, "Never follow an animal act with an animal act." Let us not follow the circus of video with our own inferior clowning. As teachers, let's try to grow strong where our strength serves us best.



## Life Conditions in the School

What should really concern us, then, are the conditions of living within the school. Education may, in all conscience, throw its weight on the side of freedom by providing experiences within which the citizen of tomorrow may learn today what opportunities are available to, and what disciplines are needed by, the free man. The citizen may thus develop the skills and the disposition which enable him to come at life democratically. He may then be willing to pin his faith in the shared intelligence of men as, decision by decision, more and more of them are implicated in the common task of building a better world.

This means, of course, that the democratic world is now being shaped by the habits and attitudes which each of us possess. Yet it means much more. It means that in the democratic world no single pattern of habits and attitudes exists which will serve as a base for the indoctrination of all. Desperate as is our need, therefore, to advance rapidly to more effectiveness in living together humanely we can move at all only as reconstruction occurs within the behavior patterns and directing preferences of individuals. We may teach each individual to prize intelligence as a tool of finding better answers to human problems. We may teach each individual to identify himself with the cooperative act as the act which places highest respect upon all individuals. We may, in order to achieve these ends, organize our schools so that these values are implicit in all that we do, and we may act on behalf of these ends where we impinge upon the social process outside of our schools. If we do these things

we may, as one force in our society, help the growing child escape the many indoctrinations that await him. And if we are successful we shall, quite deliberately, predispose the individual to join his fellows in depending upon a shared intelligence to bring the joys of a free life more nearly within the reach of all.

Yet this effort will not ensnare him, nor enslave him. It will, rather, help him perfect the only tools man possesses that are designed to transform helpless infants into free men. No final limits for growth, and no final character of the growing, are involved in this commitment. What is involved is the chance to grow, the chance to grow beyond the limits which an adult world imposes just because, as an adult world, it has responsibility both for its own perpetuation and for the growth of the young.

We are coming to see, and it is here that we struggle to go forward, that the perpetuation of democracy is guaranteed solely by the way in which respect for others invades the attitudes with which our young people come at life. It is not dependent upon the repetition of the habits of the elders, but upon the reconstruction of these habits. Our young people learn to value as they grow and, within the growing, they may learn to value the process of valuing itself above any single value that arises within it. They will, then, in an effort to protect a process they value, respect all who enter it. This is the test of democratic action. It is, if it may be so put in this context, our social and educational imperative.—H. GORDON HULLFISH in *Progressive Education*.

# So You Want to Teach Abroad?

By PETER F. OLIVA

SINCE THE END OF WORLD WAR II opportunities for teachers and administrators to work in countries around the globe have multiplied greatly. Many and varied are the programs which can utilize the services of teachers, school administrators, and school specialists. The flow of educational personnel between the United States and countries outside the Iron Curtain is unprecedented. Given an interest in other peoples and other lands, a competence in his field, and a willingness to travel, today's American teacher, no matter at what level he teaches, has numerous chances to travel and teach abroad. Some of the programs in international education are well known. Others have not been so well publicized. For several years I have been collecting information concerning opportunities for educational personnel abroad and have recently returned from an assignment with the United States Government. Among the various international programs which require the services of school personnel are the following.

## I. The Fulbright Program

### (a) General description

Of all the international educational exchange programs in existence, the Fulbright program, which was inaugurated at the end of the Second World War, is perhaps the best known. Each year the Fulbright program sends American citizens to schools and universities throughout the world and brings foreign nationals to the United States for study. Comprehensive in scope, the Fulbright program provides for the exchange of students, teachers, lecturers, research scholars, and specialists. By Public Law 584 of the Seventy-ninth Congress, the Fulbright Act, a system of grants was established from funds owed to the United

States by foreign countries. Through separate agreements between the United States and twenty-eight countries throughout the world, these funds in foreign currencies are used in furthering international good will and understanding by the exchange of educational personnel. The Fulbright program is under the supervision of a ten-member Board of Foreign Scholarships appointed by the President of the United States. The program is administered by the various agencies named below.

### (b) General requirements

1. All applicants must be citizens of the United States, to be sent from the United States abroad.
2. Experience and training vary with the nature of the program for which application is made.
3. Knowledge of the foreign language of the country for which application is made is essential, with some exceptions to this requirement.
4. All applications, which are very detailed in nature, must be received by the

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## EDITOR'S NOTE

*Here it is: A complete guide to teaching and administrative opportunities in countries overseas and in South America. It is amazing how many opportunities there are for us in the variety of programs arranged for international assignment or exchange. The author, who is associate professor of education at the University of Florida, has participated in some of the programs he describes. We imagine that his reason for writing specific descriptions of overseas educational programs was his difficulty in finding out about them in the first place.*

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administering agency by October 15 of each year.

(c) General terms of the Fulbright grants

1. Round-trip transportation is provided for the grantee but not for his dependents. Dependents may accompany the grantee at his own expense.

2. Awards are paid in the currency of the country to which the grantee goes and may not be converted into dollars.

3. University lecturers and research scholars receive an additional maintenance allowance and small supplemental allowance for travel, books, and supplies.

4. Grants are usually made for one academic year. One-semester and six-month grants are sometimes made.

5. Notification of acceptance or non-acceptance for a Fulbright grant customarily comes in early spring.

(d) Types of programs in operation

1. Graduate study. Opportunities are available for graduate study in foreign universities for qualified students in dozens of fields.

Application should be made to:  
Institute of International Education  
United States Student Program  
1 East 67th Street,  
New York 21, New York

2. Teaching in national elementary or secondary schools abroad. Application for these types of positions should be made to:

United States Office of Education  
Division of International Education  
Department of Health, Education, and Welfare  
Washington 25, D.C.

3. University lecturing, postdoctoral research, and special categories. Application should be made to:

Conference Board of Associated Research Councils  
Committee on International Exchange of Persons  
2101 Constitution Avenue, N.W.  
Washington 25, D.C.

Hundreds of American students and teachers are selected every year for participation in these programs. Application may be made for only one of the above-mentioned programs during any one academic year. Application may, however, be repeated annually.

## II. The Smith-Mundt Program

(a) General description

Public Law 402, Eightieth Congress, the United States Information and Educational Exchange Act of 1948, otherwise known as the Smith-Mundt Act, provides opportunities for experienced American university lecturers to teach in certain countries not now participating in the Fulbright program. Nominations are made to the Department of State by the Conference Board of Associated Research Councils Committee, which maintains a roster of American professors who are interested in lecturing abroad. Application for grants under the Smith-Mundt Act should be made to:

Conference Board of Associated Research Councils  
Committee on International Exchange of Persons  
2101 Constitution Avenue, N.W.,  
Washington 25, D.C.

## III. Army Dependent Schools Program

(a) General description

For the past ten years the Department of the Army has maintained elementary and secondary schools in Europe and the Far East for the education of the children of military and civilian employees of the Army stationed abroad. Courses of study and textbooks parallel those in the States. High Schools are accredited by the North Central Association of Colleges and Secondary Schools. The Army's objective is to assure boys and girls educational opportunities comparable to those in the United States.

Teachers and administrators are employed by the Army for service on contracts

of one year or more. Salaries are paid on a fifty-two week basis. Educational positions are excepted appointments, classified under United States Civil Service grade levels. The Army announces the following base salaries for the full calendar year: principal, GS-11, \$5,940; principal, GS-9, \$5,060; teaching principal, GS-8, \$4,620; teacher, GS-7, \$4,205; librarian, GS-7, \$4,205; and dormitory counselor, GS-5, \$3,410.

In addition to base salary, personnel selected receive round-trip transportation, post differential (a percentage of base salary to compensate for hardships at a post), and quarters allowance or free housing. Dependents may not accompany selected personnel to their posts but may follow later. Persons with dependents are expected to remain for a minimum two-year tour of duty if the Army is to pay for expenses of dependents' transportation and housing.

Most openings are at the elementary school level. Teachers are expected to be versatile, teach more than one subject or grade level, and coach or direct extracurricular activities. Teachers receive regular United States legal holidays and annual leave time.

(b) General requirements

1. United States citizenship.
2. Satisfactory completion of a four-year course in an accredited college with eighteen semester hours of professional education courses.

3. Not less than two years' successful schoolteaching experience in the subject matter or grade level applied for. Administrators need a master's degree with fourteen hours of graduate level work in public school administration and five years of professional experience two of which must have been in school administration.

(c) Application procedures

1. Obtain and fill out in duplicate Standard Form 57. Application for Federal Employment. Applications may be obtained at any post office.

2. Appear for personal interview. Schedules of interviews, which are conducted by teams throughout the country during the early spring of the year, will be sent to the applicant from the address given below. Interviews are conducted regionally in cities centrally located. An applicant makes his own arrangements for interview directly with the interviewing center closest to his home. The applicant takes to his interview his Form 57, in duplicate, an official transcript of undergraduate and graduate credits, and one photostatic copy of valid teaching or administrative certificate.

(d) Source of information

For general information on the Army Dependent Schools Program and for interviewing schedules, the prospective applicant should write to:

Department of the Army  
Office of Civilian Personnel  
Overseas Affairs Division  
Washington 25, D.C.

(e) Special note

Though wives of men stationed overseas are not considered for employment while in the United States, a wife may be considered locally for employment after her arrival overseas as her husband's dependent.

IV. Air Force Overseas Dependent School Program

(a) General description

The Air Force Dependent School Program is similar in nature and objective to the Army Dependent Schools Program. Schools are located in Europe, Africa, and the Far East.

(b) General requirements

1. United States citizenship.
2. Bachelor's degree with eighteen semester hours of professional education courses. Twenty-eight hours of professional education for elementary schoolteachers and thirty-four hours for secondary schoolteachers are preferred.

3. Three years' public school teaching experience with four years preferred. A master's degree may be substituted for one of the three years of public school teaching experience.

4. Valid teaching certificate.

5. Average age for men: twenty-three to fifty-five; for women: twenty-three to forty-five.

6. Candidates must not have been out of teaching for more than a year and that year must have been devoted to furthering their academic or educational background.

7. Principal-teachers require a minimum of five years' teaching experience with at least one of the five years in administrative work.

#### (c) Application procedures

Application should be made during January or February to the nearest Air Force Overseas Recruitment Office. Applicants will need Form 57, transcripts of undergraduate and graduate work, and photo copies of teaching certificates. Personal interviews are conducted at designated centers during the early spring. At the same time as the interview, the applicant will undergo a written standardized test.

#### (d) Source of information

General information on the Air Force Overseas Dependent School Program and addresses of designated recruitment centers for civilian personnel may be obtained from:

Headquarters, United States Air Force  
Directorate of Civilian Personnel  
Overseas Affairs Division  
Washington 25, D.C.

Ask for brochure entitled, "Teaching with the Air Force Overseas."

#### V. Armed Forces Education Program

##### (a) General description

The Armed Forces Education Program provides servicemen with the opportunity to continue their education while in service.

The program encompasses elementary, secondary, and college level instruction. Civilian educators are recruited for service mainly in Germany and Japan. Tours of duty under this program are for a two-year period.

Dependents may not accompany the employee to his post but may follow at government expense later when family quarters are available.

Instructors teach regular classes as well as correspondence courses, and publicize the educational program. United States Armed Forces Institute teaching materials are used. Instructors are paid approximately at the level GS-7, \$4,205. Education specialists are rated about GS-9, \$5,060. Post differential and quarters allowance or free housing supplement the base salary. Teachers with elementary teaching experience only are not qualified for this program.

##### (b) General requirements

1. United States citizenship.
2. Bachelor's degree.
3. Two years' recent successful teaching experience.
4. For supervisory positions five years' recent successful teaching experience and some administrative experience are preferred.

##### (c) Application procedures

1. File United States Civil Service Form 57 with  
Director  
Office of Armed Forces Information and Education  
Department of Defense  
Gravelly Point  
Washington 25, D.C.
2. Appear for personal interview at  
Office of Armed Forces Information and Education  
Department of Defense  
Room 2601, Building T-7  
Washington 25, D.C.  
Telephone: LIberty 5-6700, Ext. 56237



VI. *United States Information Agency,  
Binational Centers Program*

(a) General description

The United States Government, through the United States Information Agency (formerly through the Department of State), assists in the support and operation of cultural institutes or binational centers abroad. There are in operation some thirty cultural institutes in eighteen Latin American countries and binational centers in Ankara, Turkey; Tehran, Iran; Rangoon, Burma; Bangkok, Thailand; and Saigon, Indochina. The United States Information Agency provides grants of cash, equipment, supplies, and personnel to these centers. The principal objective of the center is the increase in understanding between nations through the teaching of English and the national language and through the operation of a broad cultural and social program.

American grantees are sent to the various centers to act as administrators and teachers. Assignments are made for two years. Control of the center rests in an autonomous board of directors composed of nationals of the country and Americans residing in the host country. Grantees receive base salary, post differential, transportation, quarters allowance, and certain other allowances. Many of the personnel selected for the grantee positions are college instructors in English, foreign language, or education.

(b) Types of positions and general requirements

1. The executive director is responsible for administering the binational center, supervising American and local personnel, and handling fiscal affairs. He is responsible to the board of directors. Qualifications for this position include administrative and supervisory experience, organizational ability, and ability to maintain good public relations. Salary: \$5,500-\$10,000 a year.

2. The director of courses directs the academic program, prepares class schedules, examinations, and materials, supervises

teachers, and develops seminars for national teachers of English. Qualifications include three years' successful teaching experience in the foreign language field, ability to organize courses and English materials for foreigners, and ability to supervise personnel. Salary: \$5,500 and up.

3. The director of activities assists in the development of the cultural and social program of the center, assists the executive director, and teaches English classes. Salary: \$5,500 and up.

4. Grantee teachers are responsible for teaching English classes on all levels, elementary to advanced. Most students are adults and most classes are held in the evening. Teachers help with the cultural and social programs. Qualifications include at least one year of successful classroom teaching in English as a second language or in a foreign language. Salary: \$3,500 and up. Dependents may accompany grantee.

(c) General qualifications for all positions

1. United States citizenship.
2. Speaking knowledge of a foreign language (Spanish in South America; French acceptable elsewhere).
3. A knowledge of and ability to interpret and teach the American way of life and its cultural achievements.
4. A well-adjusted personality.
5. Excellent physical condition.
6. Bachelor's degree.
7. Special talents which will contribute to the social or cultural program of the center.
8. Age limitations: administrators, thirty to fifty-five; director of courses, twenty-five to forty-five; teachers, twenty-three to forty.
9. Security clearance similar to that for United States Government positions. These clearances conducted by the government take three to four months to complete.

(d) Application procedures

General information and application



forms for the Binational Centers program may be obtained from

United States Information Agency  
Binational Centers Branch  
Washington 25, D.C.

Attn: Miss Elizabeth Hopkins

Personal interviews are required and applicants may be interviewed by the personnel officer at the address given above.

(e) Special note

The cultural institutes and binational centers attempt to obtain American teachers locally from the American colony. These local teachers are paid in local currency. Should an individual be in a country where there is a binational center, he may apply for a teaching position at the office of the director of courses. Should an individual be contemplating residence in a country where there is a binational center and want to teach, he might write to the Director of Courses, Cultural Institute, City, Country, to learn whether teaching positions might be available. Inquiry to the United States Information Agency can give the exact title of cultural institutes or binational centers in the various countries.

VII. *The Point IV Program*

(a) General description

The United States Office of Education has assisted in the recruitment of specialists for the education section of the technical assistance program abroad, commonly referred to as Point IV. Many of the positions under this program are in the underdeveloped countries of Asia and South America. Experts in various fields of education are sent on two-year assignments to assist in the development of the educational systems in the host countries. Salaries range from \$5,600 to \$14,000 with post differentials, quarters allowances, and other benefits added. Dependents may accompany the employee abroad to his post. Point IV personnel abroad are treated more or less as foreign service employees. Specialists in

rural and elementary education, industrial arts, agriculture, teacher training, educational methods, education of the illiterate, and other fields are employed for this program.

(b) Application procedures

Inquiry and application can be made to:  
United States Office of Education  
Division of International Education  
Department of Health, Education, and Welfare  
Washington 25, D.C.

VIII. *University of Maryland Program Overseas*

(a) General description

The University of Maryland operates in Europe a program on the college level for military personnel. College instructors are hired for a one-year academic period with transportation provided for the employee by the Military Air Transport Service. Dependents are permitted to join the employee at the employee's own expense. The Maryland educational centers are located at various military installations. Salary payments are similar to those paid to the regular faculty in the United States. All instructors are required to join the Maryland State Teachers Retirement System. Payments to the retirement fund are refunded on separation from the university staff.

(b) Application procedures

Details about the Maryland program may be obtained from

Dean, College of Special and Continuation Studies  
Overseas Program  
University of Maryland  
College Park, Maryland

IX. *United Nations Educational, Scientific and Cultural Organization*

(a) General description

UNESCO seeks the services of experts in various fields. Specialists in education par-

ticipate in the United Nations program of technical assistance.

(b) Application procedures

Specialists in education may obtain application forms from

UNESCO

Room 2201

42d Street at 1st Avenue

New York 17, New York

The New York office will forward the educator's credentials to its headquarters in Paris for further action. Educators accepted receive excellent base salaries, travel allowance, quarters allowance, and certain other benefits. During his period of employ the educator is classed as an international civil servant.

X. Other Selected Programs

(a) If you are interested in teaching in American elementary or secondary schools abroad, apply to

American Council on Education

American Schools Service

1785 Massachusetts Avenue, N.W.

Washington 6, D.C.

(b) College graduates with backgrounds in economics, history, and political science and with a knowledge of at least one European language may apply for a fellowship

or scholarship for graduate study in Bologna, Italy. Information and application forms may be obtained from

The Registrar

Bologna Center

School of Advanced International Studies

1906 Florida Avenue, N.W.

Washington 9, D.C.

(c) Several universities have had various types of educational programs overseas. Among these are the University of California (Far East), Louisiana State University (Panama and Puerto Rico), Indiana University (Thailand), and University of Southern California (Iran).

(d) Teaching opportunities exist in Alaska, Guam, Hawaii, the Panama Canal Zone, Puerto Rico, Samoa, and the Virgin Islands. Addresses for purposes of inquiry and application will be found in Pamphlet 29, United States Civil Service Commission, "Federal Jobs Outside the Continental United States." The pamphlet may be ordered from Superintendent of Documents, United States Government Printing Office, Washington 25, D.C., for fifteen cents.

You may find that one of the above-mentioned programs will offer you the experience of a lifetime. The world can be your oyster. *Bon voyage!*



## Parental-Teacher Relationship

It is not easy nor is it a small thing to be a good parent or a good teacher. Neither should be regarded as the competitor of the other, and yet, traditionally, feelings of rivalry and tendencies of one to blame the other have existed. Such feelings are held to a minimum in school situations where the lines of communication are kept open. The good teacher knows that parents are neither ignorant nor uninterested, that they have a stake and a responsibility in education, and that they want most desperately to understand the problems and needs of their children. Modern parents are not only far better educated than were their forebears, but are

also aware of the need to re-examine their family role in a changing culture. Informed parents respect a good teacher as a professional who through special training and experience has achieved considerable insight into the handling and growth needs of children, as one who has acquired a sound degree of familiarity with the findings of other professional disciplines concerned with child growth, group living and family relationships. Thus there is a logical community of interest upon which to build a true working partnership which will seek to find sound answers. . . .—WILLIAM C. SWALLOW, JR., in the *Journal of Educational Sociology*.

# A Semantics Approach to Teaching High-School English

By  
VIRGINIA DURHAM

"ORIENTALS ARE SNEAKY." "All Chinese are barbarian." "They're backward and ignorant." "Foreigners don't feel the way we do."

Gross ignorance, you say? Obvious propaganda? Hate talk reminiscent of such "haters" as Gerald L. K. Smith, Adolf Hitler, Father Coughlin? No, these indiscriminate statements were uttered in all innocence by "nice" children of high-average I.Q.'s in a suburban junior high.

We had been studying a ninth-grade literature unit, "Neighbors Around the World."\* With such reading as Zona Gale's "The Neighbors," Captain Ted Lawson's *Thirty Seconds over Tokyo*, and Ogden Nash's satiric "Goody for Our Side and for Your Side, Too," we were attempting, first, to develop a "good neighbor" theme in school and community; and, second, to expand the good neighbor idea of co-operation, understanding, and tolerance to national and international relations. We thought our point was that disagreements and even wars can be prevented only through our ultimate understanding of the other fellow or the other nation's viewpoint.

*Thirty Seconds over Tokyo* describes Doolittle's bombing raid over the Japanese capital in 1942. Captain Lawson and his crew had dropped their bombs and were heading for the China coast when they crash-landed in Chinese territory. At extreme peril to themselves, the Chinese people had rescued the American fliers; showed them extraordinary kindnesses in the way of food, clothing, and medical attention;

and finally maneuvered a sort of underground railroad to make possible the Americans' eventual escape from enemy territory.

Our ninth graders read "The Heart of China" selection and declared they'd "enjoyed" the story. They had savored the action and suspense, but to me they seemed singularly unimpressed by the humanitarian aspects, the brotherliness displayed to the Americans by a people of different language, color, and customs.

True, the May weather seemed hot, the school term was practically over, the youngsters had "let down." Although I had timed the unit poorly, I felt compelled to probe further for our "good neighbor" idea. I asked pupils to list on paper their immediate reactions on hearing the word "Chinese." Answers ranged from Fu Manchu to the tags mentioned earlier—barbarian, backward, mysterious. No one mentioned allies, paper, gunpowder, Sun Yat-sen, or any association whatever connoting *likenesses* between the Chinese and ourselves.

At least the word-association game had aroused enough interest for a livelier dis-

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## EDITOR'S NOTE

*We once had a professor who said that good learning opens doors to understanding, but that the doors open only to those who are stimulated to turn the knob. Maybe we could phrase it another way: Ideas that titillate our curiosity compel us to learn. Read this article that tells how a high-school teacher explored semantics in teaching her pupils. She is a teacher in the Nipher Junior High School, Kirkwood, Missouri.*

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\* Pooley, Pooley, Leyda, Zellhoefer, *Good Times through Literature*. Chicago: Scott, Foresman and Company, 1951.

cussion. Ruthlessly, I tore down the original misconceptions, "All Chinese are backward, barbarian," and so on, to the best of my ability. Together we posed some new questions.

Mississippi-bred Vandy, our budding poet, refuted the tags "pagan" and "heathen" with views of Buddhism and Confucianism she had read in *Life's* "The World's Great Religions." New question: Is Christianity the only religion? Squat, square-shouldered Andy didn't like grammar but he enjoyed literature. Andy injected the phrase "sense of values." Question two: Did possession of the most TV's and sports cars and bathrooms necessarily make the United States the best country in the world? Another pupil recalled the Chinese system of dividing and subdividing the same worn-out plot of land among succeeding generations. As the bell rang, George suggested that Easterners, with their vast populations, placed a lower value on human life than did Westerners.

We didn't have answers, but we had some new ideas to think about.

Quite perturbed, Susan stopped at my desk after class. "Oh! Mrs. Durham, aren't we dumb?" As I reassured Susan to the contrary, Vandy joined us. The three of us began to talk about how these "black and white," "good and bad," "right or wrong" concepts start early in elementary school or even before: Honesty—Washington chopped down a cherry tree. Russia—the people are Communists and communism is bad. Japan—the people eat rice and sit on the floor. Independence—the United States started a new country to escape a wicked king.

As parents and teachers we can't foster these two-sided values (intensional orientation) for fourteen years, then suddenly expect ninth graders to see the infinite shades of off black, off white, gray (extensional orientation). At what age can the child begin to discriminate, to recognize abstractions?

I had hoped to find an answer in the social studies field, but the junior-high history and citizenship texts seemed to concentrate on facts—qualifications for voting, Open Door policy, Boston Tea Party. Caught in the routine of the end of school and then in the business of enjoying vacation, I filed "All Chinese are barbarian" in a back corner of my mind.

Three weeks later in Washington University Summer School I stumbled across a new weapon to combat the indiscriminate use of language. A professor referred me to some books on semantics. Years before, in undergraduate days, I had offered lip service to the study of word meanings and derivations and promptly forgotten the whole business. In the words of the Pennsylvania Dutch, it's too bad "we get so soon old and so late smart." Many semantics principles seem so obvious, I wonder why I ignored their implications for so long.

Because the field of semantics is so broad and my own knowledge of the subject so narrow, I shall discuss here only the semantics "ideas" which I consider applicable to our "All Chinese are barbarian." As I pursue the fascinating study, I hope to be able to apply semantics principles to other teaching problems as well.

I began with the easiest and most interesting book on semantics, S. I. Hayakawa's *Language in Action*, beamed to the layman. Mr. Hayakawa presents the case for semantics in a book so readable, forceful, and easy to understand that one is convinced he must be a dynamic teacher. I then read Stuart Chase's *Tyranny of Words*, which discusses semantics from the economist's point of view, and Wendell Johnson's *People in Quandaries*, which takes the psychological viewpoint. I haven't progressed to the more technical studies of Alfred Korzybski, C. K. Ogden, and I. A. Richards.

Although Hayakawa gives credit to these semantics pioneers, I refer mainly to Hayakawa because he got the point across to me. His premise is that "fundamental doctrinal

differences which seem to admit of no solution are due not to stupidity and stubbornness, not even to an unscientific attitude to the problem involved, but to an unscientific attitude toward language itself."

Let's try to figure out what Hayakawa would say about "All Chinese are barbarian." A high-school English teacher can apply all of Hayakawa's teachings, but to me his discussion of symbols, connotation, abstraction, and orientation seems especially relevant to my own problem. To ninth graders, of course, I wouldn't present these principles as a formal lecture on semantics. Instead, I'd attempt to practice semantics myself, teaching by example.

*Symbols.* We may be able to convince our pupils that words are not "things." We can't eat the word "candy," we'd tell them. The bar of chocolate would taste as good even if "candy" were spelled backwards. "Candy" is simply the convenient symbol that refers to a confection to eat. There's no more point in worshipping words as such than in bowing down to a statue representing Minerva, the Greek goddess of wisdom. We have little trouble as long as we all see the same object when a word is mentioned, but even "candy" could be unclear. Do we mean bits of chocolate with soft creamy insides, or chewy caramels that cling to our braces, or the peppermint candy canes we hang on the Christmas tree, or what? Ordinarily, though, our use of the symbol "candy" will give us little difficulty in understanding one another.

But take "Chinese." Do we mean Mr. Fu Young, the man born in St. Louis of Chinese parents, the man who runs the corner laundry and won a Purple Heart fighting with the United States in the Korean War? Do we mean the Chinese coolie who totes the ricksha of the American tourist? Do we mean Dr. C—, who treated the wounds of the American fliers in Lawson's book? Do we mean Communist leader Chou En-lai? We could continue indefinitely, for there are 475 million Chinese

in China, but you get the point. Yet we've said *all* Chinese are barbarian.

*Connotation.* Words *denote*, or give us relatively impersonal information, and *connote*, or affect our feelings. "Ricksha" to most of us probably denotes a two-wheeled cart used in China. One man pulls this cart bearing one or more passengers.

But "ricksha" may have various connotations or ways of affecting our feelings. Inhuman to use a man as a beast of burden! At home we have a picture of Dad in a ricksha when he was in Shanghai during World War II. Rickshas are slow transportation compared to a Thunderbird! You see, everyone who hears and understands "ricksha" will have different and personalized feelings on the subject.

"Barbarian" is still worse. The dictionary wanders in circles, from "barbarian" to "uncivilized" to "savage" to "cruel" and back to the self-same words. Suppose we say "barbarian" means "uncivilized," and "uncivilized" refers to "the ways of living of a race." Isn't "civilized" a matter of standards? It's not civilized in the United States to eat with chopsticks, but it is in China. "Civilized" is one of those words that means something different to everybody.

Try "barbarian" again. "Cruel"—giving pain? "Cruel" as Mr. Murdstone beat David Copperfield? "Cruel" as cancer is a pain-giving disease? We travel another circular route. When we say a race of people is "barbarian," what do we really mean? Don't we have to find some concrete references for words before we can even begin to understand one another?

*Abstraction.* When we say "freshman," we are selecting from the 1,500 students in this school the 500 who are enrolled in ninth grade. These 500 boys and girls are individuals—tall, short, thin, fat, athletic, studious. When we call them all freshman, we are "abstracting" the one thing they have in common—they are all in the ninth grade. We ignore all the ways these teen-



agers are different. This language short cut is convenient as long as we remember "freshman" really stands for 1,500 *different* boys and girls.

When we say "Chinese," we are ignoring the differences of 475 million people, abstracting the one point they have in common—they all live in China. Even that isn't strictly true. Yet we take the abstraction "Chinese," make it worse by carelessly adding *all* Chinese, and say "All Chinese are barbarian." What are we talking about?

*Orientation.* Again, we needn't confront our students with the word, but the principle is helpful. Mr. Hayakawa explains orientation as the "direction" we, or our nervous system, takes upon hearing a word. With two-valued or "intensional" orientation we travel in circles, never straying beyond our own preconceived ideas. We tangle ourselves in a maze of verbal symbols, never bothering to pin point the concrete referents. "Culture" to me might suggest Picasso; to you, Plato; to some one else, Al Capp. Round and round we go.

"Extensional," or multivalued, orientation keeps us from reacting so fast to mere symbols. We don't stereotype everyone who lives in China as simply "Chinese." We may use the short-cut "Chinese," but again we remember the millions of individuals involved. Word scientists have devised a mathematical language or formula to help

us remember this principle. "Chinese<sub>1</sub>, Chinese<sub>2</sub>, Chinese<sub>3</sub>" reminds us that all Chinese are not any one thing—except members of the human race.

*Summary.* Whenever we write, read, speak, or listen, we will attempt to apply these semantics principles.

1. We will guard against thoughtless reactions to mere words or symbols.
2. We will take into account both the denotations and connotations of words.
3. When we abstract on the basis of similarities, we will mentally recognize *differences*, as well.
4. We will strive for a multivalued or extensional orientation in all forms of communication.

I hope this brief view of semantics, as applied to teaching a ninth-grade English class, will not prove another "false map," plunging readers into still deeper verbal wilderness. After all, I have years of "un-learning" to accomplish myself. Possibly Mr. Hayakawa would be horrified at my own "linguistic naïveté"; but if he is the wise teacher I picture, he would forgive my misconceptions and rejoice that he had added a new sympathizer to his ever growing list of converts.

At any rate, clothed in my new semantics armor, I can hardly wait to shatter to smithereens "All Chinese are barbarian"!



## Teachers for Tomorrow

Construction of new sequences of learning experiences will be of little value unless we prepare teachers who have a firm grasp of the objectives to be sought and a highly developed ability to motivate and guide learners in those elements most essential to their own growth and to the demands of a changing society.

The kinds of programs of teacher education which we provide in the next decade will condition the quality of American education for the remainder of the twentieth century.

The preparation of teachers should be one of the most highly valued activities on any university or college campus; and institutions not willing to attach such value to this function should disqualify themselves from participation in it. The evidence of valuing should be reflected in staffing policies, in salaries, and in the willingness of members of the faculties of many departments to invest their time and thought in the improvement of teaching.—FRANCIS S. CHASE in the *West Virginia School Journal*.



# 1987

By  
BERNARD HAAKE

I HAD A DREAM the other night and it was a peacheroo . . . probably because we had peach shortcake for dinner. Matter of fact, the dream was so disturbing that it awakened me, and I had no choice except to slip downstairs and finish off the shortcake. Purely in the interest of research, though, for I thought there might be some correlation between shortcake consumption and dream completion.

Guess I forgot to mention that my dream was incomplete. That, however, was the least disturbing aspect of my dream problem. In the interest of the scientific minded, I might take a moment here to point out that on the basis of my action research, the correlation of shortcake consumption and dream completion is plus or minus zero. Nevertheless, I still feel that this peachy experiment might well bear fruitful repetition.

Nineteen hundred eighty-seven was the time background for my dream and Washington, D.C., was its locale. Realistic though the dream was, throughout the course of its action I had the constant nagging feeling that I might be dreaming.

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## EDITOR'S NOTE

*You've heard about George Orwell. Wasn't it 1984 that he wrote about? Well, our author has exceeded him by three years. The difference is immaterial, however, for it is the banter that makes the article both worth while and interesting. We particularly liked the take-off on a famous 1917 report; it's called "The Seven Cardinal Failures of Educators."*

*Mr. Haake is administrative assistant in the public schools of Schenectady, New York.*

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This suspicion was brought about by reason of the opening sequence of the dream.

Educators nationwide had co-operatively taken advantage of their strategic relationship with the "upcoming" generation; had applied all their know-how with respect to communications, human relations, psychology, sociology, anthropology, and all the other "ologies"; and had convinced the "upcoming" generation (which by the end of the united appeal had become the present generation) that education was the only answer to the world's problems.

As a matter of fact, I don't know for sure whether it was the "united appeal" that carried the conviction or sheer desperation occasioned by the fact that every other measure had been tried in vain. The sacred cow of science had been milked dry; aircraft carriers had grown so large they reached the point of sinking returns; superhydrogen bombs were no longer fearful, thanks to automation, which was producing portable plastic bomb shelters with built-in burrowing mechanisms for 99 cents each; and the Russians had taken Dale Carnegie to heart.

Unfortunately, however, the Swiss had finally taken time out from selling insurance to read Freud, and, as psychologists are prone to do, had so thoroughly confused each other that the peaceful Alpiners had generated a masterful national Oedipus complex. The rest of the world just didn't take to that kind of mothering, so the international situation was strap and go.

You see, even though it was 1987 in my dream, and even though the sugar-coating was different, the pill was the same . . . miserable! Things were just as bad as they had been in 1957. Leading educators had been summoned to a Pink House Conference.

Back in 1960 the White House had received a charcoal pink motif in recognition of Russia's friendly actions; she agreed not to eclipse any more of our electronic satellites. Anyone who owned a Ph.D., Ed.D., or sixth year certificate in education journeyed to Washington to receive a charge from Eisenhower's successor, President Ben Hogan.

When President Hogan mounted the rostrum to speak, he was interrupted by a group of delegates who introduced forty-eight resolutions—one from each state and all in support of local aid to education. The President agreed to place it next on the agenda after the Skyways Construction Bill.

President Hogan's opening remarks jolted the educators right out of their sheepskins.

"Gentlemen, the world is in a precarious situation. We are running a race between mothering and self-survival. We are on the edge of a terrifying precipice and have more to fear than fear itself. Throughout man's history, par for the course has never been scored.

"And so, gentlemen, we are teeing up the ball for you. Take out your drivers and your niblicks and aim across the river, over the trees, and onto the distant green.

"In short, fellow professionals, we shall give you all the money you need and all our country's resources if you can agree on an educational program which will at once meet the needs of youth and society. We are convinced that only by so doing will world peace be assured. You have two weeks' time."

No one moved until someone said, "Let's go!"

The educators all fell in line: Ph.D.'s first, Ed.D.'s next, and sixth year certificateers last. In single file they marched out of step to the Library of Congress. Doctoral students were drafted so the educators

could find the books they needed, Committees of Committees were formed, and every ditto machine in the country was requisitioned. The paper pulp industry boomed and a shortage of carbon paper developed in three days. Every adult became a member of a Citizens' Committee and the critics of education collectively put out a new book: "Why Contrary Mary's Garden Can't Grow." She planted her flowers all in a row and that's not progressive, you know.

Two weeks passed!

Six months later a series of conventions were convened to analyze why the educators had handed the ball back to President Ben Hogan and had refused to meet the challenge thrust upon them. Before they were all exterminated by the Swiss secret mothering technique, the delegates had published the following incomplete list of explanations for the educators' failure:

Seven Cardinal Failures of Educators:

1. Consensus could not be obtained.
2. Group process was faulty.
3. Democratic procedures were not employed.
4. Special and general education could not be properly equated.
5. Secondary and elementary educators did not speak the same language.
6. Subject matter walls could not be broken down.
7. The delegate faction splintered on the question of articulation, integration, or speculation concerning growth or growth for more growth.

I can't recall whether my dream was in black and white or compatible color, but just before the peach shortcake urge awakened me, I thought I saw a kindergarten dressed in shining dungarees drawing something that looked like a grail.

But then, as I said, my dream was incomplete.

Literature Can Be Made Available  
to Nonreaders through Use of the

## SPLIT-GROUP TECHNIQUE

By ALBERT NISSMAN

YOU ARE THE ENGLISH TEACHER and your first love is good literature. Your highest aspiration is the transmission of acquired literary knowledge. You long to inspire your youngsters with a fiery enthusiasm. You conceive your lesson plans with a joy that cannot wait until the consummation of the lesson—a rollicking discussion during which your youngsters, under your tutelage, exchange thoughts. You want to be able to marvel at their insights and at the fruition of their ideals and ideas borne of your teaching from a solid piece of literature.

The hour has arrived. Your hopes are high; you are ready to teach—or you think you are. Your ninth-grade students enter your English class. Their literature books are resplendent on their desks. The techniques that you are going to use are clearly delineated in your mind. You are ready to teach!

The story that you've selected is W. W. Jacobs' *The Monkey's Paw*.<sup>\*</sup> "What page?" Johnny asks. "How do we find out?" you counter. A race proceeds and the table of contents is used. And thus, already, a reading skill has been stressed.

You phrase your leading questions. "Do any of you have a monkey's paw?" "Does anybody want one?" "What would you do if you had one?" Your youngsters laugh, seem puzzled but interested. You continue by reading a blurb about the story and then excitingly mention a few fetching biographical notes on the author.

You explain difficult words, making certain that you tell the youngsters not to

look up every new word. You teach the reading skill of contextual understanding of words. A few more remarks on the central characters and the story's setting and your literary stage is set.

Now you are put to the supreme test. Now you find yourself in the crucial position of having to make an intelligent decision. You are faced with several alternatives.

To yourself you state the first alternative: *Assign the reading for homework. A discussion will follow the next day.* Then with a certain wisdom peculiar to teachers, you realize that 40 per cent of your charges will not even open their books. This will never do!

You confront yourself with the second alternative: *Allow time in class for silent*

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### EDITOR'S NOTE

Once there was a famous baseball manager who never was an outstanding baseball player. We are talking about Joe McCarthy, former manager of the New York Yankees, who developed many outstanding players. We suppose that it is possible to be able to tell people what to do without being able to carry out the assignment we require. More usual, however, is the person who describes well the task he asks others to perform. A case in point is this article, which is well written by a person who teaches writing and, of course, reading. The author is head of the departments of English and social studies, Ben Franklin High School, Bristol, Pennsylvania.

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<sup>\*</sup> Of course, any good literature will do.

reading. And suddenly the thundering reality strikes with fearful potency—not all of your students can read! In your ninth-grade class you have a wide reading range, perhaps from preprimer to high-school or even college level. This means that you have some youngsters who cannot interpret the printed symbol. The stark facts are that many of your pupils are nonreaders or, at best, uninspired, faltering readers.

Have you reached an impasse? Is this an obstacle that you cannot surmount? Are all of your noble goals shattered? My answer is a qualified NO!

You now have two alternatives which can ease you out of your dilemma.

*One involves the teacher's unleashing his theatrical inhibitions.* It means "hamming up" the story through oral reading. It implies that good readers will dramatize pertinent actions, dialogue, and subtleties. This envelops the whole process of making the piece of literature so vivid that even the senses of the dull readers and nonreaders are stirred to perception.

*The other alternative is what I call the split-group technique.* I have found it effective in my classes. It invokes the establishment of rapport long before any literature lesson is conceived. It demands an explanation to each youngster of his indi-

vidual reading abilities and levels as you, his English teacher, have determined them from testing data, formal and informal, and from empirical evidence in class. With these understandings, sans any stigma, you are ready to proceed.

Allow all the capable readers to read silently in one section of the room. Then establish one or more groups of the poor readers, about five or six to each group. Have two good readers volunteer to read aloud to each group. This approach is successful because people, particularly youngsters, enjoy any form of storytelling, be it visual or auditory. And it is nothing short of amazing to see these groups operate without conflict but rather with definite power of concentration.

You probably will be elated at the results. The next day will find you or your student leader conducting a good discussion. Your enthusiasm has become contagious; there is joy in the culmination of a good presentation of good literature; ideas and ideals on various phases of the literature are exchanged and refined by readers and nonreaders alike. You, the English teacher, have succeeded simply because you have made the literature available to all of your students. And the goals that you have joyously anticipated are yours!



## On Electing Electives

High school students today are confronted with many interests, both in and out of school, which compete for their time and energy. Under such circumstances many of them with superior ability select the easiest courses listed on the schedule, thus permitting a more vigorous pursuit of other interests. The end-result of such shenanigans: far too many young men and women come through high school with a "mess of pottage," having missed their birthright for lack of effective guidance. . . .

In taking this position I hope I am not misunderstood. I do not wish to condemn the practice of

offering a great variety of electives at the high school level, for the greater variety of electives, with proper guidance, should provide better offerings to pupils with special needs or limited abilities. What I do wish to point out is that we school administrators may be guilty of preparing pitfalls for our more talented students by making easy courses available. Such courses are valuable for students of limited ability or special needs, but we should not allow students of superior potential to elect them and float through high school with a minimum effort!

—R. V. DAY in *North Carolina Education*.

# Life, Literature, and the Pursuit of Hamburgers

By  
DON H. OTTO

THE LIGHT TOUCH in presentation and the use of some of their everyday interests and experiences combine nicely to awaken in adolescents an understanding of and respect for what might otherwise seem heavy, unrealistic material, Literature with a capital "L." Kids who have been told solemnly of the heavy responsibilities of growing up and who have encountered no end of petty frustrations in trying to accept these responsibilities welcome a dash of humor in a teacher's references to big problems. Their worries not only seem smaller, but they feel more free to discuss them together. Needless to say, the teacher responsible for the direction of the discussion gets a more attentive audience for anything else he may have to say in the classroom.

Introducing the subject of literature can be a time for boredom and yawns from ninth and tenth graders, who are almost sure that the subject has no part in the

world of hot rods, playing basketball, and knowing which hamburger shop is correct for the aftergame talk session. Yet the parts of this teen-age world lend themselves readily to the introduction of more mature reading.

Judging from the verbal contributions of the class and the attentive sparkle in the eyes, the author can recommend the following technique as a change of pace in beginning the first literature unit of the semester:

Topic: "Different Ways in Which We Grow Up."

The teacher may ask the class for some ideas about what constitutes growing up, or, perhaps better, ask how many babysitters there are in the class, how many have baby brothers and sisters, nephews and nieces. Most hands will go up by this time, even those of the unsentimental boys—for even a strong man can afford to be a little indulgent about babies. Who doesn't like babies, anyhow?

The blackboard is a good focus for eyes, so a chalk chart, built gradually and subtly during the discussion, is an added attention holder. The first column might be labeled "Eating." Additional columns, to be entered as the subjects arise, might be "Physical Activity," "Driving," "Social I.Q.," and, finally, "Reading." Too much time used may lose the interest captured, so three columns might be best. Many different subjects can be used, depending on the suggestions of the class, but it is important to get to the clincher, "Reading," before interest flickers.

Under the first-column heading, "Eating," the teacher can list with the help

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## EDITOR'S NOTE

*The inclusion of the word hamburgers in the title is to catch your eye. Did it? The article is all about a sense of humor on the part of the teacher, and how adolescent resistance to learning something about literature diminished with a capital D. English can be just as refreshing as athletics. It all depends on who does the teaching or coaching.*

*The author, who is teacher of English at East High School, Des Moines, Iowa, claims his experience has awakened interest in English and literature all along the educational party line.*

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of the class the different stages babies go through in acquiring adult table abilities. "Liquid" always is good for a chuckle as the first entry. Explain that the baby's digestive system is not yet ready for anything so complicated as a solid food. As the baby develops, however, he adds a little Pablum to the diet, with some variety of juices in addition to the basic milk. Then come strained foods, followed by chopped foods, until finally the tikes are spooning up the same things the rest of the family eats, but with occasional failures and the need for help from older people. (The teen-agers may be the "older people" here, so they appreciate this.) The child has overcome one obstacle to being a grownup when he can sit with a knife, fork, and spoon, like everyone else, and do a masterful job on a good thick steak and trimmings, with time for conversation with others at table.

The next column should probably be "Physical Activity." The name sounds grim, but students have made their own study of the way baby brother first sits, then crawls, then stands on two wobbly little fat legs, then can really walk, run, jump, do all sorts of things as an individual, and, finally, learns to play team games with the ability to co-operate with others, fit his movements to the movements of others in a pattern, and be one of the lettermen heroes of the teen-age world.

Reading starts with the flutter of pages, looking at pictures for their colors and forms, seeing an identification in the pictures with real things in the child's world, listening to stories read from the picture books, taking the first real reading step in simple books that are still predominantly pictures, reading about events that are full of action, animals, and nature. Somewhere before now the teacher has found a place for comic books, perhaps on a horizontal line that displays "Strained Foods" in one column and "Crawling" or "Wobbling" in the middle column. Then come stories that don't need picture helps and tell some-

thing about real people and how they think and feel.

Most of our lives, for better or worse, we talk about other people, so even teen-agers know that an interest in people is more a part of adult life than is an interest in animals.

Pictures have a place all their own in our lives, as do animal stories and nature stories and action stories, but we can't imagine living all our lives on a diet just of semiliquid or strained foods or never thrilling to any physical activity more advanced than a crawl. Although we at first need help in managing a knife and fork and need coaching in learning team play, we know that the effort was worth it when we are able to perform skillfully at an advanced level.

Similarly, we need coaching in attempting adult fiction that tells us, once we learn, a good many things about ourselves and others that are valuable in our lives. And we know, too, that this effort is going to be worth it.

With discretion in the choice of subjects, the teacher can pick out a good-natured, popular boy who has grown physically to adult stature and remark, "We can't imagine Jerry crawling down through the lunch line in the school cafeteria, reaching his little hand up to the counter, taking a can of strained baby food, then sitting in a high chair in the lunchroom with a bib around his neck eating the gooey mess with a tiny spoon. Nor can we imagine Jerry or anyone else deciding that all his life he'll never grow past the comic-book stage and have the fun of an adult reader."

The "Jerry," if wisely chosen, usually appreciates the attention given and knows his obvious maturity is the factor that makes the picture unbelievable. Everyone enjoys a good laugh at the impossible picture. Then everyone is ready to work with at least a partly open mind at finding that Shakespeare wrote some plays more bloodthirsty than Alfred Hitchcock's popu-



lar program presents and that David Copperfield encountered some sharp characters not unlike the petty crooks of the movies. And, incidentally, that even the less violent personalities of great literature were like

people we know, with problems almost as important as growing up in 1957.

That is, the students will discover this if the teacher keeps the light touch and one eye on teen-age life.



## Using the I.Q. Intelligently

By THOMAS BRODIE  
St. Paul, Minnesota

There is strong evidence pointing toward an inadequate comprehension of group intelligence testing by an astonishing percentage of high-school staff members. On the one hand there is the observable practice by some to view an I.Q. score fatalistically. For this group the pupil's performance on a given pencil-and-paper test somehow magically and irrefutably reveals his ultimate intellectual capabilities. The possible influence of such factors as reading disability or poor motivation, for example, is ignored entirely. Even subsequent contradictory indications in standardized achievement testing or classroom performance tend to be viewed as "unreliable" or examples of "overachievement." Unfortunately, teachers so persuaded are likely not to work for more than what may be an erroneously assumed potential in their charges.

At the other extreme is a professional group which feels that the I.Q. has only a narrow and specific significance for certain kinds of novel or "puzzle-type" tasks. They see it as having few if any implications relating to success in most conventional academic undertakings. These persons frequently subscribe to decidedly unrealistic grade standards, apparently in a kind of half-conscious belief in the fundamental intellectual equality of mankind.

In addition to the exponents of these two extremist groups, one finds numerous others less seriously misinformed concerning the essential nature of the group I.Q.

test and yet lacking in the capacity for using it to maximum effectiveness. More often than not these tend to founder on statistical rocks. The significance of differential sigma quantities and reported error measurements tends to escape them completely. Approximate percentile equivalents for given I.Q.'s perhaps have some shadowy recognition but these, too, are often lost in a mental haze of bell-shaped curves and interpercentile variations. Fortunately, these persons, not possessing major misconceptions, are often able to use I.Q. data with effectiveness, particularly after considerable experience with them.

To an appreciable extent the test-interpretive skill of teacher candidates could be improved with more specific psychometric concentration in the various teacher-training institutions. Because of the current school emphasis on standardized testing, appropriate content modifications in professional course requirements would seem to be a natural development.

Teachers in the field might well receive administrative encouragement to improve their professional capabilities through additional college training in test and measurements. Perhaps, as a more acceptable alternative to most, they could devote in-service training sessions or teachers' meetings to a fairly intensive study of the particular tests used in their system. This would be a training direction clearly justified, and probably long overdue.

# A Barrage of Slings and Arrows

By FREDERICK S. KILEY

OUR ANNUAL HIGH-SCHOOL Shakespearean production belongs to the town. It has become a civic ritual that must blossom every spring, come hell or high water. And blossom it does—with an amazing extravagance. Then it fades for another year, and I fade with it, for I am the drama coach who is inevitably scheduled to organize these Elizabethan masterpieces out of pure chaos. For me the ordeal becomes a ritual, also; but in my case it contains all the menacing overtones of the ancient pagan fertility ceremony that insisted the earth be enriched with the lifeblood of the old-year god. After eight years of being the local old-year god, I feel somewhat drained. I know that my efforts are appreciated. That alone makes me humble and somewhat proud. But I am fundamentally a human being with definite emotional limitations, and I am not sure how many more of these spring-time dramatic trials I shall be able to withstand.

Somehow, the public announcement of a performance date seems to be a signal for

all kinds of emergencies to arise. In a mysterious way that confuses everyone, our plays attract crises as if they were some kind of irresistible bait. Everything goes wrong. Five years ago Othello broke his leg sliding into third base the day we held our last dress rehearsal. The measles struck down Juliet and Tybalt on opening night three years ago. And in the first act of *Cymbeline*, Iachimo leaned too heavily on the flimsy bed when he was removing Imogen's bracelet, and the bed crashed to the stage with a heartbreaking clatter. What made the accident even more heartbreaking was the fact that the curtain got jammed at that same moment. However, Mr. Fletcher, our intrepid janitor, was right on hand with his hammer, and he strutted out into the glare of the footlights to bang the rickety thing together again. He made the best of his opportunity to perform, too. He nodded and waved to a few of his friends in the audience who had been forward enough to cheer his entrance. Then he chatted a bit with Iachimo and Imogen while he poked and prodded and tested for what seemed like hours. It was obvious that he was having the time of his life. During the second act he shyly suggested that he have some make-up put on—just in case he had to "fix" something else. His friends had criticized his paleness in his first-act appearance. I asked him to fix the curtain, but he didn't.

We used to have an old vaudeville-type curtain that rolled up and down. It was a dangerous affair and the cause of a few near disasters. It took an enormous amount of effort and faith to raise the tons of weighted canvas. I can vividly recall the depressing sight it presented as it creaked upward, inches at a time. But to lower it was another thing. Once the supporting ropes

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## EDITOR'S NOTE

*The day this manuscript was received, everything seemed to go wrong. What began as a beautiful morning soon became a frustrating day. So, this article had a particular kind of meaning for us. At the same time, we admired the smoothness and color of the writing. Our aesthetic taste was whetted; our sense of humor was revived. We are indebted to the author for his readable, witty contribution. Until recently a teacher of English at Killingly High School, Danielson, Connecticut, he is now a member of the department of English, State Teachers College, Trenton, New Jersey.*

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were released, it rocketed down at a frightening speed and thudded against the stage, sending up a rolling cloud of dust that hovered about the footlights like a yellow ground fog.

This curtain was featured in our production of *King Lear* six years ago. That year the characterization of Lear was particularly inferior. The boy's voice was too high pitched and tentative, but his efforts were valiant. We all admired his spunk. Yet, I dreaded the storm scene. I prayed that the audience would not snicker and cause my Lear to go to pieces. The scene finally arrived and, strangely enough, without incident. For a moment I thought it might be successfully completed. But with all the sound-effect activity that was taking place backstage, somebody must have jostled loose the supporting ropes of the curtain, just as Lear had plodded up to the footlights and squeaked, "Smite flat the thick rotundity o' the world!" With a horrible bang, the curtain slammed down right behind the boy, isolating him in the rising dust. A few more inches and it would have driven him into the stage like a railroad spike. He stood there quivering for a minute, gaping into the crowd, not knowing what to do with himself. Then Lear—King Lear—giggled and fled into the wings. From that moment until the newer curtain was installed, I remained the worst type of nervous wreck. The cry, "Watch out!" was forever leaping from my throat.

Last year we offered *A Midsummer Night's Dream* for the first time, and up until the opening night I felt that the curse might have at last been broken. Not one of our rehearsals was delayed by dentist appointments, mumps, or baby-sitting assignments at home. Nor was the performance postponed because of broken bones, tonsillectomies, or any of the usual calamities that strike hard at our preparations. I was elated and confident, but I should have known better. The evil fates were hanging by their toes somewhere, waiting for that

last moment before they converged upon me in full force.

It started backstage in the small room that can barely accommodate seven persons but into which we had squeezed thirty. In the circumstances, it incorporated all the conveniences of the Black Hole of Calcutta. Costumes were being pressed out of shape, make-up began to drip, nervous tempers flared. It was then that I sensed I might be in for it. Something told me to expect the worst, and I groaned despondently.

Just then Titania gathered herself together and floated on stage, exactly on cue. She looked truly lovely in her white, flowing gown—that is, until she turned around and made it quite apparent to everyone that she had recently been sitting on the freshly painted green benches in the basement locker room. Her retinue was in hysterics, and the audience's reaction definitely indicated that she had forfeited much of her regality by surrendering to an impulse to rest in the cool basement.

That was really nothing. The boys and girls had painfully constructed small imitation trees which were precariously supported and scattered about the stage for a woodland effect. We had borrowed a grass mat from a funeral parlor to complete the scene. In the course of the action in the third act, one of the trees collapsed and rattled to the floor. Mr. Fletcher was on stage in a flash, picking his way over the sleeping bodies to reach the fallen tree. He hauled the mangy thing erect and whacked at the supports with the noisy violence of a blacksmith. Then he stepped back and struck an attitude to admire his work before he paraded off, full of showmanship and pride. I guess I can count on him from now on. He fancies he made a hit in *Cymbeline* and has a duty to his public.

One of the fairies in Titania's train got so excited she had to flit off stage in a very unfairylike way to visit the bathroom. But she returned almost immediately, feeling much better. It took her several

moments to realize that she was the only fairy on stage then. The others had left when they were supposed to. Her exit proved to be a thing of many terrified directions, and trees toppled in her wake like bowling pins. I saw Mr. Fletcher lunge forward, but I grabbed him and hung on for dear life. As we struggled Oberon fluttered across the stage, tripped on the grass mat, and went down like a stone, flat on his face. His nose bled slightly, but it was so close to the end that he sniffled heroically through.

And so it ended. Or did it? Only the other day a couple of my students' parents expressed their desire to see *A Midsummer Night's Dream* repeated this year. It was

splendid, they told me, and I almost collapsed in disgust. As soon as I had organized myself, I allowed a derisive sneer to play about my lips, and I turned away from them. But last evening when I strolled past the school, I could hear clean, young voices faintly counterpointing each other in Shakespearean dialogue. I stood listening for a while outside the auditorium. It was such a pleasant sound. And it meant that the little troupers were ready to unfurl their banners and challenge the fates who were up in the rafters someplace, waiting. I felt a trifle cowardly standing outside, so I went in and joined them as they labored through the second act of *A Midsummer Night's Dream*. Maybe this time—?



## Education and Business Are Partners

But let's face the situation—some teachers are still reluctant to teach about the place of business in the community. They fear that they will be accused of being propagandists. A few teachers are sensitive to the negative responses of students, especially at the high school and college levels, for there is some reason to suspect that the children of parents who suffered through the depression of 1929 absorbed some of the bitter and cynical attitudes about the place of business in American society.

Then, too, teachers are wary of some business groups who are too ready to infiltrate classrooms with advertising materials that have little or no educational value. Moreover, many teachers, attracted to industrial conferences by dining and wooing, find themselves disillusioned by the indoctrination dosages to which they are exposed.

The relationship between business and education should not be a one-way road with business simply showing school teachers what it wants. Business must not be guilty of a patronizing attitude such as is seen in the relations between superior and subordinated groups. Business should learn instead what school teachers think, what they do, and how important their work in the community really is. Business must appreciate an important principle of learning: The best learning takes place when there

is a genuine interaction between groups.

What is desirable is a free and permissive setting in which business and education learn from each other because they need each other. They need each other because both help to make our capitalist democracy work. Both are bulwarks in the building of defenses against the insidious threats of communism.

Education needs the support of business for the achievement of a sound program of schooling. It wants business to protect teachers from unfair and sniping attacks, for there are those who are enemies of democracy, despite their professions of "pious" and pseudo patriotism. Business, in turn, needs the support of education to explain its great achievements that have raised our living standards, have lightened the labor load, and have given free time for Americans to pursue the good life.

The great task ahead should remind us that climates in human relations do not change quickly. Business and education have been moving from an era of distrust to the current period of good will. These relations must be carefully cultivated. They can not be taken for granted. It is high time for business and educational leaders to realize that business and education need each other.—LEO J. ALILUNAS and WILLIAM CHAZANOF in *New York State Education*.

# SAVINGS & INVESTMENTS:

## *Do Business Teachers Enjoy This Area?*

By PETER YACYK

THE INTEREST of today's consumer in having more information about savings and investments can readily be seen by the ever increasing demand for such education by the general public. An impetus to this has been the extensive amount of advertising that has taken place within the last few years by banks, mutual funds, credit unions, the United States Government, and stock and bond brokerage houses—plus the New York Stock Exchange. Even certain television quiz programs have helped, such as the "\$64,000 Question" and "The Big Surprise." Yet there has always been interest in the area where money is involved. More and more books and articles are being written on the subject. To cite two; the book, *Investor's Road Map*, by Alice B. Morgan and the article by Jack L. Pihl, "Taking the Stock Market into the Classroom," published in the March, 1957, issue of *American Business Education*. [See also "Stock Talk for Teachers," *The Clearing House*, September, 1957, page 34.]

Because of this trend, I felt there was a need for a study to determine the attitude of business teachers in Pennsylvania toward

this teaching area. The area of savings and investments surveyed included only the following: common stocks, preferred stocks, corporate or municipal bonds, United States Government bonds, mutual funds, building and loan associations, savings and loan associations, commercial bank savings accounts, mutual bank savings accounts, credit unions, and postal savings.

A 20 per cent random sampling was made of the 2,807 business teachers in Pennsylvania. Of the 20 per cent sampling, 246 (43.9 per cent) were men teachers and 315 (56.1 per cent) women teachers. The 561 business teachers were sent questionnaires which consisted of one sheet of paper with sixteen questions, which they were to answer by simply encircling the answers. Each teacher was also provided with a letter explaining the purpose of the study and a stamped, self-addressed envelope.

The returns of these questionnaires were as follow: 202 (64.1 per cent) women and 181 (73.6 per cent) men. These returns represented approximately 13.6 per cent of all business teachers in Pennsylvania.

Following is a summarization of some of the questions answered by this study:

Q. What per cent of business teachers taught the area of savings and investments at one time or another?

A. Fifty-four per cent.

Q. Did more male or female instructors teach this area?

A. More male teachers.

Q. Did most business teachers who taught this area enjoy teaching it?

A. Yes. Approximately 90 per cent said they enjoyed teaching it.

Q. In what subject did most of the business teachers teach this area?

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### EDITOR'S NOTE

*The author is on the faculty of Ridley Township High School, Folsom, Pennsylvania. He conducted a survey in that state to find out how business education teachers felt about teaching investments and savings, if they taught these subjects at all. Furthermore, he found out what type of investment the teachers were most interested in. The primer devised by the author impressed us by its succinctness.*

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- A. General business.
- Q. What per cent of the business teachers felt that having held savings and investments enabled them to do a much more effective job in the teaching of these areas?
- A. Sixty-eight per cent.
- Q. In what categories were the highest relationships between those areas of savings and investments taught and those areas in which these teachers had money invested at one time or another?
- A. United States government bonds, commercial bank savings accounts, and common stocks.
- Q. Which one area of savings and investments did the business teachers most enjoy teaching?
- A. Common stocks.
- Q. Which one area of savings and investments was least enjoyed by the business teachers who taught this area?
- A. Corporate or municipal bonds.
- Q. In which area did most business teachers feel a need for additional instructional material?
- A. Common stocks.
- Q. Did the business teachers who taught the area of savings and investments hold a larger percentage of savings and investments than all the business teachers in the study?
- A. Yes, in every area except credit unions.
- Q. In what age group were most of the holders of common stocks?
- A. The highest percentage of business teachers who owned common stocks was between the ages of forty-five and fifty-four as compared to the highest percentage of the general-public stock ownership which is in the 21-34 age group.
- Q. How much education did most holders of common stocks have?
- A. Eighty-six per cent of the business teachers who owned common stocks had four or more years of college, whereas only 29.2 per cent of the general public who owned common stocks had this amount of education.
- Q. In what income bracket were most of the business teachers who owned common stocks?
- A. Eighty-three per cent of the business teachers made less than \$7,500 a year as compared to 64.1 per cent of the general public.
- Q. In what sized community did most of the business teachers who own common stocks live?
- A. More than three-fourths of the business teachers lived in communities with a population of 100,000 or less as compared to approximately two-thirds of the general public which owned common stocks.



## The Current Counselor Crisis

Trained counselors with teaching experience are in short supply. Administrators are often forced to hire teachers as counselors. In many instances, however, the administrator will hire teachers rather than trained counselors without teaching experience because he feels that teaching experience is more important than professional training. Moreover, some administrators insist that counselors come from their own staff. These practices need to be re-examined. The critical factor in the success of a guidance program may be the level of professional training of

the staff. The trained counselor with teaching experience, other things being equal, would probably be preferable to one with no teaching experience. If, however, the choice is between the trained person with no teaching experience or the teacher with no guidance training, it may be advantageous to hire the former. Helping the trained counselor become acquainted with school routine may be relatively easier and more effective than requiring the teachers to take a "few courses" in guidance.—LAWRENCE H. STEWART in the *Personnel and Guidance Journal*.

# Paperbacks for Slow Learners

By DAVID ZAMCHICK

ARE BOOKS CONSIDERED IMPORTANT by slow learners? Are they interested enough in reading to want to own them? When bought, do these volumes reflect good reading? For the past four years the writer has explored these possibilities through an experiment with paperbacks for slow learners in a high-school reading program. If so-called slow learners would go to the trouble to build personal libraries, then it seemed probable that the great resistance to reading and its educational components could be broken down. The result from all indications is a resounding success. During this period with a \$700 outlay by more than three hundred pupils, 2,331 books were purchased.

But quantity aside, how worth while was the reading? Below is a list of books representing about one-third of the total number of purchases. Some basic conclusions are possible:

First, about two-thirds of the books listed are or have been hard-cover editions in circulation in the adult book world.

Second, nearly half of the choices are nonfiction. These slow learners seem at least half concerned with the *real* real world about them.

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## EDITOR'S NOTE

*The alternate title to this article is "Give Them Books They Can Own." Obviously, if secondary-school pupils are going to own books, they have to be relatively inexpensive. That's where the paperbacks come in. We like the tabulation of the most popular paperbacks purchased by students over a four-year period. And we hope you will like it too. The author is a teacher at the senior high school in Great Neck, New York.*

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Third, almost half again are books which have been made into films, plays, or television offerings. Does this suggest, contrary to comments sometimes expressed, that mass communication media may aid rather than harm a reading experience? Or, at least, that a reciprocal cause and effect between media are constantly in progress?

Fourth, the range of fiction shows a commendable flexibility as to type; the mystery, the western, the teen-age experience, the romance, in addition to others, all seem to have something to offer to these young readers.

Fifth, the nature of the ranking is especially provocative. Why *Hiroshima* on top? Is this no more than a reflection of an adult problem which the young today must also face with full awareness? If we stand on the brink of annihilation, as we often hear it pessimistically stated, then it must take a certain kind of courage to see what is happening and these young people seem unafraid to look. Then, too, *The Bridges at Toko-ri* may make an immediate poignant contact with the young. The armed forces still tote brothers, friends, and neighbors to far-off corners of the earth. Halfway around the globe to Korea is only around the block in a jet age of propulsion. Apparently the specter of isolationism is not of too much concern.

Sixth, there is evidence these youngsters want to laugh. At least five of the selections (cartoon presentations which, if added together, would prove the overwhelming favorite in ranking) indicate the need to thumb the nose, laughterwise, at the world about them. Possibly this is a healthy release from the diet of reality postulated above. More likely, however, it sublimates antagonisms directed against the adult world. The activities of "Dennis the Menace" are safe—on paper.

All in all it seems a list of striking merit for almost any group of readers. Quantitatively, it suggests reading strides which can be made by those most reluctant to learn. Qualitatively, it offers tangible evi-

dence of reading growth. Pride of ownership seems to develop a justifiable interest in the product. Give boys and girls books they can own and they will have reached out through their reading to find themselves.

MOST POPULAR PAPERBACKS PURCHASED OVER A FOUR-YEAR PERIOD (1953-1957)

\* Stories made into movies, plays, or television offerings.

† Nonfiction selections.

Title	Author	Type	No. of Sales
1. †Hiroshima	John Hersey	Vivid reporting of atom bomb drop	46
2. *The Bridges at Toko-ri	James A. Michener	Korean War novel	39
3. More Dennis the Menace	Hank Ketcham	Modern cartoon character	36
4. †The Raft	Robert Trumbull	Survival at sea	36
5. Baby Sitter's Guide	Hank Ketcham	Dennis the Menace guide	34
6. Cress Delehanty	Jessamyn West	Confusion and growth in a teen-ager	33
7. *Magnificent Obsession	Lloyd Douglas	Love on a spiritual plane	28
8. A Girl Can Dream	Betty Cavanna	Teen-age romance with an air-age twist	24
9. †Escape from Colditz	P. R. Reid	Escape from the toughest of nazi prisons	21
10. *†A Night to Remember	Walter Lord	Recount of a ship's disaster	19
11. *†Anna and the King of Siam	Margaret Landon	The Far East through Western eyes	19
12. *†The Man Who Never Was	Ewen Montagu	Strategic war mystery	19
13. No Money Down	Charles Preston, ed.	Auto cartoons	19
14. Dennis the Menace	Hank Ketcham	Cartoon character	18
15. *Wuthering Heights	Emily Brontë	Brooding love and romance	18
16. †About American History	George Simpson	Questions and answers	17
17. *The Man from Laramie	T. T. Flynn	Western adventure	17
18. *The Pearl	John Steinbeck	Mexican folk story	17
19. Dennis Rides Again	Hank Ketcham	Cartoon character	15
20. *†God Is My Co-pilot	Robert L. Scott	World War II air biography	15
21. Life among the Savages	Shirley Jackson	Mischievous family in action	15
22. *Then There Were None	Agatha Christie	Mystery based on folklore theme	15
23. †Death Be Not Proud	John Gunther	Memorial to a brave boy	14
24. *†Diary of a Young Girl	Anne Frank	Posthumous account of life under nazi terror	14
25. *Miracle on 34th Street	Valentine Davies	Fantasy of a modern Kris Kringle	14
26. †Beyond Courage	Clay Blair, Jr.	Experiences of heroic war pilots in Korea	13
27. Brave Harvest	Richard Cargoe	Indians and settlers warfist	13
28. †Have Tux, Will Travel	Bob Hope	Biography of movie personality	13
29. *The Invisible Man	H. G. Wells	Science fiction classic	13
30. Marmaduke	Brad Anderson and Phil Leeming	Dog cartoon character	13
31. The Murder of Roger Ackroyd	Agatha Christie	Mystery-suspense classic	13
32. †Strange as It Seems	Elsie Hix	Collection of oddities	13

Note: Books like *James Dean* by William Bast and *War and Peace* by Tolstoi may not have been purchased beyond ten copies, but when offered as free dividends often showed popularity one or two times beyond the purchased amount and, therefore, should be listed as auxiliary choices.

# Teacher Morale and Administration

By JAMES J. JONES

FACULTY MORALE is a significant responsibility that rests mainly in the hands of the superintendent. The quality and quantity of morale are difficult to measure; in fact, many people do not agree on the definition of morale. "Morale" is used here to mean the capacity of a group to work closely in a co-operative, lasting, and stable manner in the seeking or carrying out of a common goal. This definition implies that teachers and administrators are pursuing a common objective. Although teachers have a general knowledge of what they are attempting to accomplish, frequently they are unable to see their own roles clearly and do not visualize their roles as administrators see them. To provide a state of high morale on the part of teachers, certain identifiable elements or conditions must be present. Individual teachers must share the feelings of oneness and of operating as a unit.

## *Have Satisfaction with Their Positions*

A happy and inspired teacher is most often one who is that way as a result of the way he feels about his position. He has faith in the significance of his work. He

has confidence in the integrity and loyalty of his co-workers and leaders. He knows that the professional leadership which surrounds him will stimulate and encourage him to improve. He feels that his best work is recognized and that he is given the right and opportunity to grow. This type of teacher knows that his administrator feels secure and that the administrator is not keeping an accumulative record of minor complaints against him but is more likely to be trying to help him improve his professional competence by creating pleasant conditions conducive to such change.

## *Know What Their Responsibilities Are*

It is highly desirable that teachers know the activities for which they are responsible. Communication lines should always be open and teachers encouraged to raise questions regarding their responsibilities and duties. Under no conditions should teachers be led to worry or to feel that a state of indefiniteness exists in regard to their work. Teachers should be consulted before decisions are made which affect their working conditions. Teachers should know that their teaching loads are reasonable and fair in proportion to that of other teachers in the system. New assignments should be discussed with teachers. Generally, teachers do not become upset with the addition of new responsibilities if the shock is reduced by some personal contact or warning beforehand.

## *Have and Use a Salary Schedule*

How effectively teachers function in a school system depends upon the policies and conditions under which they work. Unjust differences in salaries will do more to cause unrest among teachers than any other single cause. Teachers like to be paid on a

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## EDITOR'S NOTE

*The most significant function of administration is to improve instruction. The best way to improve instruction is to work co-operatively with teachers. If teachers feel that the administrator has the desire to work with them and can forget his status position when he deals with them on instructional matters, there is hope. Where there is hope, there is likely to be good morale. The author is assistant professor of education in the School of Education at the University of Virginia.*

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professional basis. A salary schedule helps teachers to understand that they do not have to "play politics" to secure increases in salary. It creates a sense of security for one to know what he can expect in the way of pay for the next three to six years. Systems that do not provide for any type of salary schedule are likely to "horse trade" or "bargain" with teachers in order to save money. This type of false economy most often creates dissension or discontentment and it is doubtful if it ever helps. Teachers, like most individuals, need and seek a type of financial security.

*Feel That a Co-operative Spirit Exists  
among Faculty Members*

Administrators must convince themselves that high morale on the part of teachers is directly related to clearly defined personnel policies and procedures. So often superintendents feel that welfare benefits are the only things teachers are really concerned about. The social and professional climate within the school system needs careful consideration. Some unhappy or discontented teachers spend as much effort fighting the administration as they devote to their daily work. If this wasted effort could be directed toward a worthy goal, the level of teaching would be raised considerably. Teachers need assurance that they are needed and that the system has a place for them.

*Feel That Their Grievances Will Be Heard*

In almost any large school system, one may find annoyances or grievances. Where inequities exist, teachers will become vexed. Sometimes the fault lies with the teacher and at other times it may rest with his immediate supervisor, or in some instances they may share the blame. Also, these nuisances may be had by the administrators as well.

If teachers or administrators, as the case may be, are given the opportunity to have

a fair and just hearing, the effect on morale is apt to be favorable. If, on the other hand, grievances are suppressed or ignored, they can lead to widespread dissatisfaction.

Subjects most often discussed include misinterpretation of existing policy, rules, and claims of unjust treatment. In most school systems few of these will ever reach the board of arbitrators. If it is known that an appeal is possible for deserving cases, this fact alone will contribute to the improvement of morale. This demands that a professional attitude be demonstrated by all concerned with handling teacher complaints.

*Have Freedom of Speech*

To the extent that they are willing and able, teachers should have the right and the opportunity to contribute ideas to the superintendent. Frequently specific conditions in the working environment have to be changed in order to create a healthy place to work. Teachers must be permitted the right and freedom to exchange information in open seminars if morale is to be kept high. When morale is high, teachers make a greater drive for achievement through teaching, reading, writing, and professional training. Thus creative efforts have an opportunity to be displayed.

A good administrator will make it possible for teachers to discuss and participate in policy-making where needed. Long discussions and consultations take much valuable time but in the long run will save time because of increased understandings and efficiency. Good teacher morale is a prerequisite to a good instructional program. There is a direct relationship between high morale and human efficiency. An environment conducive to strong morale is not likely to be achieved by chance. The superintendent of schools must recognize its importance and accept a major responsibility for advancing it.





# TRADITIONAL SUBJECTS: *Do They Promote Intellectualism?*

By PHILIP S. BLUMBERG

I SUBSCRIBE UNEQUIVOCALLY to the proposition that the proper job of our high schools is intellectual training—the cultivation of the ability to think. But does the study of the ancient languages, Latin and Greek, make for a disciplined intelligence? Do algebra and geometry make for sustained and independent critical thinking? Does the pursuit of a year or two of German, French, Spanish, or Italian promote an ability to communicate cogently and effectively? Does the amassing of facts of ancient, medieval, and United States history—the *memoriter* type of learning so characteristic of our history work in the high schools—promote that vigorous, rigorous, painstaking thinking which we so earnestly cherish for our students? Does English grammar—that dry-as-dust, formal subject, that bugaboo to so many boys and girls—make for a trained intelligence?

It is remarkable, indeed, as one ponders and comes to the conclusion that very little real, hard thinking manifests itself in our classroom work. And I do not mean to imply that I am aiming at and pointing to

that ultramodern view of education, as expressed by former Chancellor Robert M. Hutchins of the University of Chicago, who said, "My idea of education is to unsettle the minds of the young and influence their intellects."

But what are we to think and what are we to say to the following two or three observations taken from the field of high-school mathematics?

Professor Mursell presents this illuminating bit of information: "The pupils know how to prove that the square on the hypotenuse of the right-angled triangle ABC is equal to the sum of the squares on the other two sides. Good! Now call the triangle PQR. A surprising percentage of your group will be rendered helpless. Have they really learned and understood the proof at all? Few of them seem to reason at all. . . ."

Here is a problematic situation which the reader may try out in his own classes—an arithmetic problem missed by one-half of the students of a midwestern state: "A dealer sold a suit for \$42.00, making a profit of 20 per cent on the cost; how many dollars did he make?"

Just one more side light—from the inimitable pen of Dr. Abraham Flexner: ". . . Highly typical is the girl who made 83 per cent in algebra in the latest college-entrance examination, after being prepared in one of the most successful preparatory schools in the East. Just before entering the examination, she ran through with her father all the common quadratic types, glibly explaining the appropriate solution to each. It was a perfect performance—mechanically considered: but when it was finished and the subject dismissed, she sud-

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## EDITOR'S NOTE

*It is entirely possible that you will agree or disagree with the thesis of the author in this article. We doubt that you will straddle the fence. If the viewpoints expressed stimulate you to be very pro or very con, the author has achieved his purpose. He has contributed frequently to educational magazines in general and to The Clearing House in particular. He is a teacher in the education department at Seton Hall University in New Jersey.*

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denly broke out, 'Oh, by the way, father, what is a quadratic anyway?'"

Many educators aver that the situation is much the same in the social and in the natural sciences. But what about dear old Latin? Listen to an eyewitness account of a great teacher whose duty it was to see a good deal of high-school instruction: "I once entered a classroom while the class was engaged upon that passage of the oration for Archias in which Cicero attempts to make the thoughts of his auditors rise to the nature of the poet's mission. To do so he refers to 'our Ennius,' the author of the 'Annals,' the father of Latin poetry, 'who calls the poets holy, for they seem, as it were, to be approved to us by a special gift and favor of the gods.' This is a tremendous saying, and I waited with eagerness to hear what sort of a question the teacher would ask on such a passage. It came, 'Why is *videantur* in the subjunctive mood?'"

It is not surprising that the same Professor Mursell, whose knowledge of and insight into our high schools are second to none, has recorded his judgment in these arresting words:

"We go through a set of complicated and costly notions called teaching algebra, geometry, physics, chemistry, English, Latin, and so forth. And what happens? Almost nothing at all!"

At this point I am reminded of Professor E. L. Thorndike's brief, but highly significant article entitled, "The Values of Studies in Relation to Character." We learn from this paper that of ten or eleven subjects and activities in our high-school curriculum, Latin, French, German, Italian, Spanish, algebra, and geometry make a very poor showing. In the estimation of 256 adults, 155 of them teachers, the median rank for these so-called "solids" in the development of intellectual and moral traits is so low that only unskilled labor, such as washing dishes or shoveling sand, ranks lower.

Enough! Permit me to conclude this appraisal or evaluation of our educational situation by presenting the considered judgment of one of Illinois' distinguished educators: "It can be proved that 50 per cent of the program of American education is fraudulent. . . . It can be proved that another quarter of the program is largely ineffective. . . . The public finds that the schools provide a safe and comfortable day-nursery for most of the twenty uncomfortable years of childhood and youth. They are pleased indeed to be able to farm out their discomforts. And the schools find it safer and easier to organize a program of pretentious placebos in an isolated retreat than to educate twentieth century people for twentieth century responsibilities in a difficult twentieth century world."



## An Expanded Educational Philosophy

As an important part of our current educational philosophy, the training of young people in the home and the schools must take on added responsibility in the light of the achievements of the Communist educational system. Even though we take some comfort from the narrow limits which they have chosen to impose within this education, we must recognize that their progress is impressive.

Our aim is not only to improve our techniques and our methods with respect to the mastery of a large body of factual information, but also to ex-

ploit to the full those broad contacts and those extensions of our thinking which Western education presents. Our schools and colleges are dedicated to laying the ghosts of the past and freeing our thoughts from outworn doctrines. It is the essence of our approach to seize upon those half-shaped thoughts and developing concepts which emerge not only in those more familiar industrial centers, but further afield among less-known peoples. . . . These can greatly enrich our education.—ELEANOR LANSING DULLES in *Vital Speeches of the Day*.

# What Counts with Parents?

By HULDA GROBMAN

WE GENERALLY FIND secondary education more depersonalized than elementary education. This may be the natural concomitant of greater size and of departmentalization. Or it may be a shift in what is thought to be important or desirable at this educational level. Some say that adolescents do not need the immediate human contacts important to young children, the warmth of the elementary grades, the frequent home contacts with parents. At the secondary level, such contacts are made difficult anyway by the greater distance of secondary schools from the homes. Also we hear that parents and the general public do not want teen-age youth coddled. And so the bonds between teacher and pupil and between teacher and school patron are progressively loosened. In large high schools, even the senior may not know the principal by sight. The administration may be

thought of in terms of its disciplinary powers only, since there may be few other personal contacts between it and students and parents.

Is this what parents want and expect of their junior and senior high schools? The answer to this question is very important in the light of increasing demands of school systems for public financial support and of need for protection from attack by various lay groups, which make positive patron reaction to schools of paramount importance.

If data from a recent parent survey in more than a dozen secondary schools in a metropolitan Florida county are indicative of parental feelings elsewhere, the answer to the question is *no*. Parents very definitely do not want depersonalized secondary schools. They value school personal relationships highly.

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## EDITOR'S NOTE

*For the past five years the College of Education, University of Florida, has been conducting a leadership research project financed by the W. W. Kellogg Foundation. In connection with this project, a parent opinion survey was administered to a random sample of parents in a dozen junior and senior high schools in one Florida county. Patrons were asked to state what they liked most about their schools. In this article the author tells about the findings of the parent opinion survey. She has collaborated with Kimball Wiles and Vynce A. Hines in contributing to a number of educational periodicals. We welcome her first manuscript to The Clearing House. She is a staff member of the Kellogg Leadership Study in the College of Education at the University of Florida.*

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## Obtaining Data

To obtain data on sources of parental satisfaction and dissatisfaction with their schools without bias in steering answers to specific areas, three open-ended questions were included at the end of a short-answer, parent-opinion questionnaire. These three questions asked for the incident that influenced the parent most favorably toward the school, the incident that influenced the parent least favorably, and the factor most needing improvement.

More than 90 per cent of the parents included in the random sample returned their questionnaires. Of these, some two-thirds reacted to at least one of these three general questions.

## Parents Like

On what they liked most, the one idea that predominated in the replies of parents

in every one of the schools was good teacher human relations. Parents liked knowing their child's teachers, the opportunity to talk to the teachers, a feeling that the teachers respected their child and all children as individuals, the teachers' being willing and happy to co-operate to help every child, and the fairness and impartiality of teachers. Parents indicated high approval of parent conference days which permit these human relations to develop. Typical comments by parents were:

The teachers are nice.

I like the people that make up the school.

I like the interest the teachers have in talking to me on conference days.

Parent income does not influence teachers' grading as it did in our previous school.

Teachers are definitely co-operative.

My contact with teachers has been most pleasant.

Extreme courtesy is extended to me by teachers.

Teachers are never too busy to talk to me.

There seems to be no favoritism.

Majority of teachers are sincere in trying to help.

Conference days are good.

It is gratifying to have the teacher take time and trouble to talk about my boy's efforts, conduct, and progress.

In schools where the principal and deans took pains to meet with and know the students and parents personally, this relationship was commented on favorably. That the administration could have positive relations with pupils and parents, rather than simply disciplinary or trouble-shooting relationships, was a source of deep satisfaction to many parents. Parents often said things like these:

Our principal is always glad to help my child.

I like the principal's human element in helping on children's problems.

Kind understanding of the dean of boys.

Principal handled a stealing incident wonderfully and kindly.

I appreciate the personal interest shown by the principal and dean and others in helping a straying child (not mine) who was put straight without being made to feel like a pariah.

The dean of girls gave one girl I know, who was very shy and timid, odd jobs in the office and is helping the girl so many ways to a more normal

life. Little things like this mean so much to the parents and the children.

Other sources of satisfaction in the schools were the hot lunch program, the ready acceptance of new students, and the chance for parents to get to know the school through P.T.A. activities or special committees or in working as resource people. Their own child's positive attitude toward the school often influenced the parents' feeling. There were a large number of comments favoring the school activities—the subject-matter curriculum as well as other activities—and the way these were handled by the faculty. Comments included:

I like P.T.A. meetings and the visiting teacher.

Seventh graders are made to feel at home.

For the first time my child is eager to go to school.

The fact that my child likes school and doesn't want to miss.

When my son entered school, he was taken immediately into everything there.

I like the D.C.T. program.

Given all the publicity on what is wrong with schools, a gratifying number of parents said, simply, "I just like the way they do things there."

#### *Parents Dislike*

Parents frequently expressed disapproval of the lack of school facilities. This included items such as too few classrooms, double sessions, and shortage of books and equipment. This criticism is to be expected since these schools are crowded, and in one the shortage of textbooks is reported to be so acute that if the early session pupils take some of the books home, there are not enough to go around for the second shift.

An area of equal concern was curriculum, broadly interpreted to include all school-centered activities, and with the way these were handled by the staff. The criticism was not particularly concentrated on the teaching of traditional academic subjects, though there were some comments of this nature. Only two or three comments con-

cerned adequacy of the school in preparing students for college. Comments often concerned the way physical education is taught, whether there is dancing, the adequacy of vocational education, the handling of sickness at school, the kinds of clothing worn for physical education or other school activities, training in morals and religion, the number of football accidents, the lack of an adequate guidance program, resentment of club membership procedures, and so on. For example:

Abolish clubs where pupil membership selects new members.

Clubs seem to have only girls from the society group.

I would like more school information—like a monthly general information bulletin.

I dislike the initiation of new students.

Too many football accidents.

Too many physical education teachers like to play top sergeant.

Guidance program is inadequate.

Not enough vocational education—too much physical education.

Need more work in math and less playing around.

Should spend pupils' time better, with less physical education and study hall and more time in class learning English and science.

Closely coupled with reactions to school activities is the problem of discipline. There is some disapproval of the occurrence of acts requiring discipline. But more disapproval is expressed on the kinds of discipline administered. Parents often singled out the principal, the deans, or the coach here. Comments include:

I dislike the kangaroo court discipline by the dean.

Boys' dean is too tough.

Principal (or coach) punishes too severely.

One or two of the teachers use punishment of a kind detrimental to the child's welfare.

Poor human relations are important sources of dissatisfaction when the positive aspects mentioned earlier are lacking. When parents feel that the human relations are not good, they express real resentment, even bitterness—as, for example,

when they feel that the teacher is unfair, seems unwilling to co-operate with pupil or parent, or is uninterested in them. Parents criticized difficulty in getting to see some of the teachers and principal, the lack of conferencetime scheduled conveniently for working parents, and the favoritism of some teachers.

School lunches came in for complaint. Money raising was censured both in terms of the constant demands made on parents for money for various purposes and also as an unwarranted interruption of the teacher's time that could better be spent in educational activities.

### *Conclusions*

There is a striking similarity between the reaction of parents of high-school children to the schools their children attend and the reaction of parents of elementary-school children reported in a companion study. At each of these school levels, parents in every school share the same kinds of general concerns.

1. Major areas of concern in all these schools are teacher and principal human relations with students and parents, school facilities and equipment, and general school activities and the way these are handled.

2. Aside from the very obvious equipment and facilities needs, parents recall many more favorable than unfavorable experiences with their schools.

3. Good human relations within the school and between school and home are mentioned more frequently than any other general area. Senior-high as well as junior-high parents want to know that their children as well as children of other people are being treated as individuals and have close personal contacts with faculty and staff. Parents want these personal contacts for themselves too.

4. Major areas of dissatisfaction are activity, vocational, and physical education programs and the way these are handled.



In their negative feelings about activities and programs in the schools many parents are evidently dissatisfied because they do not understand the school purposes and activities to implement these purposes. They have not been involved in planning or carrying out the school philosophy behind the educational program. In many cases communication is obviously imperfect, with little or no information given parents, and even less sought from them. Though they do not describe their concerns in standardized terminology, though

they may be unfamiliar with "human relations" as a phrase descriptive of a given area of experiences, parents are consistent in their demands for and appreciation of the treating of individuals within the school community as humans. That parents are so vitally concerned with this fourth R in education—human relations—should be very rewarding to those educators who believe that training for humanity is as important as training in reading and writing, and that the best way to teach this is to live it.



## Tenure—the Basic Right of the Teacher

Teacher tenure is more than an opportunistic measure in a developing educational system. It is a newly recognized principle in a growing social, political, and economic order. It should be understood and defended as such by educators and the public alike.

A real history of tenure would involve a parallel history not only of education as a whole, but also of national and world economy and idealism. The principle of tenure which has been implicit in public service from the beginning has been made increasingly explicit by the history of modern civilization.

Teacher Tenure is a basic economic principle. It is the equivalent in public enterprise of ownership in private enterprise. One going into public service as a life career surrenders all hope of owning his own business and the self-determination which goes along with ownership. Furthermore, he gives up voluntarily and with foreknowledge the possibility of the large earnings which result from success in private ownership or practice or even from employment in big private industry. He makes a covenant with himself and with the state to live within the income made possible by legislation and taxation. He is morally entitled to the compensation of tenure security.

Teacher tenure is a basic principle in efficiency. Good teaching, like good work anywhere, develops in a climate of freedom from fear of being unjustly discharged, freedom from intimidation by outside pressure groups, and freedom from the risk of losing the opportunity of exercising the rights of citizenship. Tenure also relieves the school administration

of outside demands to dismiss teachers on non-professional grounds.

Tenure is a basic principle in state or governmental service which has been recognized in political science for a long time. Teacher tenure is fundamentally the same thing as civil service or tenure for judges. In the modern scientific world, the state finds it necessary to provide its citizenry with an ever increasing number of services. This results in a non-political administrative group and in a body of administrative law created through delegated legislative powers. Some political scientists regard administration as a separate branch of government parallel to the legislative, executive, and judicial, and parallel also to the potent invisible government of non-constitutional pressure groups.

Teacher tenure is a fundamental human right as far as teachers are concerned. The modern world has extended its bills of rights to cover many conditions of our modern, scientifically developing age. *The Universal Declaration of Human Rights*, adopted and proclaimed by the General Assembly of the UN on December 10, 1948, affirms such rights as social security, opportunity for work, free choice of employment, favorable conditions of work, protection against unemployment, equal pay for equal work, rest and leisure, and a standard of living adequate for health and well-being. Educators have the right in the recognized modern philosophy of life and culture, to vocational satisfaction in education. Schools exist primarily for children. That is obvious. They exist secondarily, however, for teachers. That should be equally obvious.—JAMES M. MALLOCH in the *CTA Journal*.

## Events & Opinion

**DEDICATION IS THE THING:** Should a teacher's salary be compared to that earned by a butcher, baker, or candlestick maker? Definitely not, according to the opinion expressed by the Bergen (New Jersey) *Evening Record*. In essence the editorial declared that the teacher should not expect to receive a salary comparable to the average over-all wage of the residents of the community in which he teaches. And the compensation for this necessary gap is dedication, simply dedication.

In part, this is what the editors of the widely circulated county newspaper had to say: "... And it might be remembered that teaching and most professional jobs offer a certain consistency of payment that is not found in hourly occupations, whose overtime may be lush at boom periods but where layoffs for weeks at a time come during slack periods or production stoppages for things like the automobile industry's retooling.

"Salaries in no aspect of the public service are going to be comparable to salaries in private enterprise. A teacher cannot eat dedication, we are often told, but overworked as the point is, there has to be a certain amount of dedication in many an occupation or else those occupations would die. This, of course, is not to say that wage standards in the teaching profession have not lagged behind other professions' and are just starting to catch up. But to expect them to overtake or outstrip private industry is unrealistic, and to make any office in government service the community's best paid might attract to the office people lacking the prime qualification. That, like it or not, is dedication."

We do not wish to argue the factor of dedication as applicable to the teaching profession. We agree that this is an essential characteristic of any educator. However, we do wish to point out that too often

"dedication" has been used as a means for blocking reasonable salary increases. The remark made by a woman opposing an improved salary schedule comes to mind. Addressing a local school board, she said, "What is this world coming to? Now the teachers want more money. Don't they realize that they are dedicated people?"

**NEW YORK CITY'S NEW SUPERINTENDENT:** The Board of Education of New York City has appointed a successor to the retiring superintendent of schools. A country-wide search was undertaken to locate an educator for this important post. The successful candidate, Dr. John J. Theobald, never taught in a public school but is the former president of Queens College. He recently served as deputy mayor of New York City. The following qualifications were used to screen the candidates interested in becoming head man of this huge system: character; age and health; professional preparation; administrative and educational experience; qualities of statesmanship and community leadership; executive and general ability, including judgment, stability, vision, initiative, and similar qualities; budgetary, fiscal, and financial experience; scholarly attainments and cultural breadth; and "educational philosophy in respect of the American system of free public education."

**RECENTLY THEY SAID:** Grayson Kirk, President of Columbia University, in an address at Culver Military Academy, said: "... We are told how the Russian students in secondary schools must all spend years of study on mathematics, physics, and chemistry, while alarming numbers of our students come out of our secondary schools without any of these skills and without even the capacity to write and spell the English language. . . .

"We will not be able *significantly* to increase the output of scientists and engineers from our universities *unless or until* our high schools begin to do more and better work in mathematics. The boy who comes to college without at least a fair grounding in mathematics will not think of a career in science or engineering. . . .

"We must face the fact that too many of our high schools are *serving* the nation badly because they ask absurdly low standards of performance from their students, and this is not limited, unfortunately, to mathematics. . . ."

Samuel B. Pettengill, public relations counsel, said the following to an audience at Vermont Academy: "I have often said to young parents, 'Don't take struggle out of your children's lives.' . . . Struggle is a blessing to be sought for, not an evil to be avoided. . . . In the educational field, men like John Dewey have tried to eliminate struggle from the class room. No required subjects! No examinations! they develop inferiority complexes, rather than the challenge to do better. Never punish a child. Children should be wholly free. And so forth. With the result that employers despair because 'Johnny can't read and Mabel can't spell.'"

Louis R. Howson, President of the American Society of Civil Engineers, expressed his feelings concerning the school year at a recent convention of the society. "The present school year system of nine months in class and three months on vacation during the summer months is certainly inefficient, if not outmoded. Is it logical for us to have educational plants idle for one period of the year and then overtaxed during the balance of the year? If we can keep these plants open throughout the year, it is obvious that we can turn out more trained graduates for employment in the professions where the need is so critical."

Thus, three samples of the many utterances regarding education are presented, without comment, for your silent reactions.

**STUDENT ASSISTANCE PLUS:** An extensive student leadership program recently has been instituted at the River Dell Regional School in New Jersey which promises to be one of mutual benefit to both teacher and pupil. In order to become a designated student leader at this school, several qualifications must be met. Only those students with a C average or better in their studies are eligible. Further, appointments are made by student elections which are held in all subject classes each quarter. Inasmuch as the program plans to incorporate as many students as possible during the year, no student may serve as a leader in more than one class per quarter, nor be a leader in the same subject twice.

The student leader will aid the teachers whenever they request it. He may help by writing assignments on the blackboard, tutoring slower students, helping with projects, and assisting a substitute in carrying out plans made by the absent teacher. Other tasks for the student may include assisting absentees in making up back assignments, welcoming visitors to the classroom, and serving as publicity chairman. Teachers have been requested to permit each student leader to conduct at least one class during the quarter. It is hoped that thereby a student will develop self-confidence and poise and will acquire an incentive to assume responsibilities.

Outwardly, this appears to be a worthwhile project. However, several questions come to mind and we have asked the faculty adviser in charge of this program to consider answering them for us. Do the details of the program impair the useful purposes of this plan? Are all student leaders used effectively in all classes or are they relegated to the post of messenger boys for the teacher? What have been the reactions of the parents to this plan? Even though the leaders are chosen by the students themselves, does the appellation "T.P." still exist?

JOSEPH GREEN

# Teacher Participation in Selecting New Personnel

By  
MILTON E. PLOGHOFT

WITH THE INCREASING INVOLVEMENT of the teaching staff in matters that were once reserved for the administrators alone, a number of interesting developments have occurred. One of the more intriguing innovations is that which provides for teacher participation in the selection of new personnel. A number of colleges and universities have followed some such plan for a considerable time, and more recently public-school people are giving attention to this practice. There appears to exist a need for defining the limits of teacher participation in such matters as selection of new staff members, and certainly the benefits and disadvantages of this procedure need to be investigated.

As seems to be the case with other administrative functions which have been opened to teacher participation, the justification for the faculty's taking part in hiring of new staff members appears to be based on the democratic features involved. It provides an opportunity for teaching personnel to feel themselves a part of the broader

aspects of educational planning, it gives teachers an opportunity to pass judgment as to the acceptability of their future fellows, and it spreads the responsibility for selection of new personnel over a larger number of people. There is probably nothing seriously wrong with the first two reasons listed, but there certainly seems to be expressed a shunting off of administrative responsibility in the latter reason given.

One may well ask, "How does teacher participation in the selection of new personnel make for a better educational program for boys and girls?" Since the *raison d'être* of the public schools is to provide the best possible educational opportunities for all boys and girls of school age, this question may be rather important. It would seem that the advocates of teacher participation in the selection of new staff members must now defend their positions by providing evidence that (1) better teachers and administrators are employed under such a co-operative selection plan, thereby resulting in improved educational opportunities for children; and that (2) teacher morale is improved by virtue of the fact that teachers are happier when they have an opportunity to help select their future co-workers.

Up to the present time there have not appeared any significant studies of an objective nature to suggest that the morale of teachers is improved and that better teachers and administrators are secured when faculty participation is present in the selection process. Obtaining evidence of this nature would be admittedly difficult. However, as long as the possibility exists that negative results may occur, advocates of

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## EDITOR'S NOTE

*Sometimes when you come to a fork in the road and take the turn that promises a straight highway, you occasionally run into sharp curves later on. So in an article one cannot judge from the first paragraph what conclusion the author will reach. This was our reaction when we first read the manuscript. The author is assistant professor and director of the University School at Ohio University, Athens, Ohio. We think he knows whereof he speaks.*

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teacher participation in this area of administration would do well to move cautiously.

It is not at all unthinkable that many excellent teaching prospects may avoid making applications for positions where they realize that they must meet with the approval of thirty or forty employers rather than with the approval of a small committee.

There is, also, the definite probability that the administrator will be hampered in his program of recruitment and procurement when he realizes that he may not take definite steps without the approval of the faculty members. It is to be expected that the administrator will come in contact regularly with fine teaching and administrative candidates. It hardly seems wise that his effectiveness in this most important administrative function be limited and curtailed because of the necessity of faculty approval of his actions. Indeed, as the effectiveness of the administrator to plan and act on a long-range pattern would seem to be impaired and chopped up by the constant review of his personnel recommendations by the faculty, it follows that the concerns for desirable educational opportunities for youngsters may be forced into the background in favor of day-to-day expedients.

If there is evidence which indicates that school administrators have not been doing a satisfactory job of teacher procurement in terms of the availability of candidates, financial resources, and the fitting of candidates to the positions vacant, then such evidence should be presented and appropriate measures taken to resolve the problem. Faculty participation in teacher selection may be one means of handling the matter. Selection of better trained administrators may well be another. Attention to the task of attracting young people into teaching, to more liberal provisions for financial support of education, and to the efficient organization of school districts may contribute to the process of securing desir-

able teachers and administrators. There is no reason to believe, however, that administrators have not been doing a satisfactory job of teacher selection in view of the many relevant factors involved.

There may be danger in delegating professional, if not legal, authority to members of the teaching staff who have no obligation to bear the responsibility for the results of their actions. It is doubtful that the teaching personnel should be expected to bear the professional administrative responsibilities involved in the vital process of recruitment, selection, and placement, even if they were prepared and experienced sufficiently to do justice to the task. The teaching personnel certainly face important issues in the areas of curriculum and instruction wherein they may prefer to devote their time and skills, areas in which they are prepared and should bear the responsibility for planning and acting.

It may be helpful to look at the many factors that have an effect upon teacher morale quite apart from the matter of selecting new staff members. Such things as salary schedules, retirement plans, tenure provisions, leaves of absence, teaching load, extraclassroom obligations, availability of materials and equipment for teaching, and the interest and support of a friendly administration would seem to be factors of greater import to faculty morale than would be the periodic, transient procedure of interviewing candidates.

It is not at all impossible that the faculty's participation in selection of new staff members may actually result in damage to the morale of the group. A serious split in a faculty group occurred recently over the selection of a new departmental chairman. The result was that both factions settled on a compromise candidate but remained angry with one another because the obstinacy of the opposing group made it impossible to hire a really good person—which would have been done had their respective candidates been selected.



The tendency of the dissenting members of the faculty to assume an "I told you so" attitude when the new teacher encounters the inevitable problems can hardly contribute to good morale. Faculty criticism may, and probably should, exist. That such criticism and disagreement should be furthered by the administrator's reluctance to shoulder the responsibility for his own recommendations seems unfortunate.

To be consistent about the matter of building faculty morale through staff approval of fellow teachers at the time of selection, the advocates of this procedure may wish to recommend that veteran staff members pass before the newer teachers in a periodic review. It is not unlikely that some morale problems may exist in the form of the veteran teachers on the staff.

Little attention has been given here to the role of the faculty in the specific details of selection of new teachers. Usually, the faculty participates in a final interviewing capacity rather than in the phases of re-

cruitment, screening, and so on. The tendency seems to be to move from the use of small selection committees made up of a few faculty members, administrators, and board members, to the involvement of the faculty as a whole in the final selection. These are suitable matters for careful investigation and report.

In its anxiety to be democratic in everything it does, American education must take care to distinguish between the suitability of pure democracy and representative democracy in certain functions. It would be unfortunate if American education should attach greater importance to the means rather than to the ends to be attained. The machinery for providing educational opportunity is important only as it makes possible the setting, the materials, the equipment, and the personnel to do the job. Teacher participation in the selection of new staff members may be justified only as it serves to provide better educational opportunities for boys and girls.



## Effectiveness of the Core Curriculum

This survey of the literature relative to the core curriculum sought an answer to the general question, "How effective is the core curriculum?" The following conclusions seem justified on the basis of the evidence derived from the various studies reviewed.

- a) The number of core programs is increasing.
- b) The pupils enrolled in core programs either showed more than the expected gain or made scores as high as, or higher than, those made by pupils enrolled in conventional programs in the fields of reading, language arts, social studies, arithmetic, and work-study skills.
- c) The pupils enrolled in core curriculums made less than the usual gain or made scores lower than pupils in conventional curriculums in language arts, social studies, and work-study skills.
- d) Pupils enrolled in core programs were likely to be better adjusted personally and socially than pupils enrolled in conventional programs.
- e) There are no research data available to indi-

cate the degree to which pupils in core programs develop social skills, although informal observations suggest that the core is more effective than the conventional in this respect.

f) On the basis of pencil-and-paper tests, pupils enrolled in core programs appeared to take a more democratic position toward social goals and policies than did pupils in conventional programs.

g) There was no evidence that pupils enrolled in core programs were more interested in social problems and conditions, or were better able to apply facts and value judgments to the solutions of such problems, than were pupils in conventional programs.

h) There was no evidence that experience in a core program is a handicap to success in college. Rather, the evidence suggested that students who had experienced core programs had somewhat better chances of success than those who followed the conventional pattern of preparation.—JOHN M. MICKELSON in the *School Review*.

# WRITING FOR REAL

By WALTER T. CAHILL

"LOOK, DON'T BOTHER ME NOW, I'm writing for real." To me this priceless statement was the realization that our new and experimental course in advanced composition (we avoided the label "creative writing") was achieving hoped-for goals. The remark indicated that for our first group of students, who had elected the new course, advanced composition, we had succeeded in transforming the writing of English from a musty, museum type of exercise into an urgent reality.

The lad who became irritated by his companion's interruption had not too long before happily welcomed any sort of diversion if it would free him from writing a "theme." When he claimed to be "writing for real," he was correct in the sense that he was producing a usable commodity against an actual deadline—he was polishing a radio script for production in three days' time.

When we decided last year that we needed a course in remedial composition in our English department to cope with growing (and in some cases unprepared) enrollments, it became obvious that such a course should be balanced by equal opportunities for the more competent in the

same field. "Creative writing" cannot really be taught. In such a course, a teacher can be only a catalyst: a guide, a spark, an inspiration if you will. We can give a person the tools. Yes. All else we can give him is the interest, the hope, the excitement. Clearly, then, our problem in making this program function was to provide suitable motivation; generally speaking, a writer at the secondary level needs motivation in large amounts.

To begin with, we read. "I thought this was supposed to be a course in writing" became the hue and cry for many a session. We read for style, we read for technique; we read in order to arouse competitive envy—"I wish I'd written that."

We wrote. We wrote exercises—not "My Trip to the Country" but tried to say in our own words what an established writer had expressed. We wrote sentences. If you can write a sentence, the paragraphs and pages take care of themselves.

Last year our speech department prepared and presented eight radio shows. They served their purpose well for speech activities; however, the instructor wrote all of the shows, the students none. This year the planning, programing, and writing of the shows are in the hands of the students in advanced composition. It is quite a revelation to a youngster to realize that writing is only frozen speech. It can be a horrible or a beautiful experience to hear your words spring to life on the tongue of another. The experience can also be a sterner taskmaster than any teacher in the world. But there is nothing any sweeter for a teacher to hear than a student asking, pleading, even demanding to be allowed to rewrite.

Another springboard we used in trying to make our students aware of the reality of

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## EDITOR'S NOTE

*This is all about an experimental course in advanced composition in one of the largest secondary schools in Maine. It attempts to describe how the English department managed to get students to write more purposively. There is a lot more than that to it—pupil planning and programing and publication of their "real writing." The author is senior English instructor and speech director at Maine Central Institute, Pittsfield, Maine.*

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writing has been to let them serve as guest editors of a weekly book-review column written by the author in a local weekly newspaper. We hope later to have in one issue an entire page devoted to book news and book reviews by these students.

We try to give a minimum amount of assigned writing. Most of our efforts so far have been to whittle down the amount of writing these young people have self-imposed. We have a few broad, basic projects set up for voluntary contributions. Some of these projects, such as "A Child's History of Pittsfield," may cover several years. We do not insist upon anyone's entering any of the many writing contests available, but we do publicize them via the bulletin board, and we have our fair share of entries.

Summed up, our philosophy seems to be: "The ability to write clearly has utility, and the exploitation of this utility can bring immense rewards in satisfaction and accomplishment." Writing has become real for us—it isn't any longer just a theme passed back and forth between teacher and student. It has become a center of interest to the community and to the pupils.

A source of irritation to most teachers is the claim, "... And because of this method all of our problems were solved, and we all lived happily ever after." I assure you that our program in advanced composition has been frenzied, hectic, quite often confused, and at times seemingly without a sense of direction. Frankly we don't really know what the outcomes of this program will be. We are sowing seeds, and that is all.



## The Materials Specialist

A suggestion for insuring improved teaching and learning which is now being made in a number of situations is that a materials specialist or specialists be added to the central office staff which is responsible for curriculum development and the improvement of instruction.

The job of the materials specialist is to serve as a consultant to teachers, pupils, and the administrative and supervisory staff in the tasks of locating, evaluating, procuring, and using materials and resources for teaching and learning. Requests for his help range from those for supplementary reading books in the first grade to more unusual ones such as assistance to a high school dramatics class in finding authentic nineteenth century costumes. Another responsibility of the materials specialist is to encourage and assist teachers to develop standards and procedures for judging the potential value of materials for instructional purposes and for assessing their effectiveness in actual teaching situations. Closely related to this function is his obligation to help teachers learn better ways of using materials and resources—those which the school system has or can obtain, and new ones as they become available. He attempts to sensitize teachers and staff to the very great importance of materials in teaching and

learning and to the imperative need for careful selection and skillful use of them. The procurement of materials either through purchase or by loan is one of his major responsibilities.

On occasion the materials specialist works with parents who are involved in curriculum improvement activities or who may be concerned about the materials aspect of the education program. He or some member of his staff is well-qualified to build lay support for new or additional library facilities, to explain the need for and the significance of instructional films, school radio, and educational television; to interpret the nature of modern textbooks and current methods for using them; or to develop an understanding of the place and significance of field trips in an education program. These tasks are not the sole responsibility of the materials specialist and his staff. They should not attempt to do them alone, although they do have major responsibility here. Teachers, other supervisory staff, and administrators all share in this phase of the total job of developing lay understanding of and support for the education program.

In brief, the job of the materials specialist is one of leadership and service.—PAUL W. F. WITT in the *Teachers College Record*.

# The Importance of Little Things

By ROY M. HAYES

FEW COURSES IN EDUCATION give enough information about the minor details necessary to a well-regulated classroom. While it is impossible to set up a program that will meet every contingency, for classrooms vary in character much the same as individuals, it is possible to include enough facts to aid greatly in the first weeks on the job.

I do not believe in regimentation for teachers, but rather in each one's developing his own plan of procedure as rapidly as added experience enables him to do so. He will be wise, however, to follow rather closely his supervisor's pattern until he has attained confidence in his ability to adopt a more individualistic way of teaching and control.

The following suggestions are the product of thinking growing out of the difficulties encountered by several beginning teachers during recent years. No doubt other administrators would add items and perhaps subtract some, but many of us who are reaching the end of the road in the profession would have welcomed a similar aid years ago and would have stumbled less in our beginning procedures.

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## EDITOR'S NOTE

*The beginning teacher's first job is to establish control of the class. This is accomplished by giving careful attention to the big little things described in this article. There is no short cut to obtaining control; it must be done purposively. Once a beginning teacher has established control, the first hurdle to good teaching has been cleared. The writer was formerly principal of Stearns High School, Millinocket, Maine; since retiring from that position, he has joined the teaching staff of Deerfield Academy, Deerfield, Massachusetts.*

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Whether it is strictly true that first impressions are lasting ones, it is certainly true that they are important. Nothing will impress a group more than a prompt and businesslike way of starting off. If it is the beginning of the year, it is advisable to seat your students alphabetically until you know them well enough to make different arrangements. If it is in the middle of the year, follow the plan of the previous teacher. You will help matters greatly by putting the student's name on the desk prior to the opening of school or by having a chart on the board. In return, write your name on the board so that students will know at once how to address you. Never accept any mode of address except Mr., Mrs., or Miss plus your last name, or permit anything else when other teachers are mentioned.

Have in mind from the start what you expect by way of co-operation from each individual and from the group as a whole. In a friendly but positive way tell your class what these expectations are and then adhere to them. A teacher immediately nullifies his influence when he states what he expects and then fails to have the group live up to these expectations.

A successful teacher can readily win support for proper practices in home and classroom by conscientiously carrying out his policy as presented in the beginning. Never should he show an autocratic attitude, but rather one of confidence that the great majority of students believe in acceptable behavior and actually have little sympathy for those who do not. Most students realize the necessity for regulations. The teacher must see that they are fairly and firmly carried out. For instance, students should know what they are expected to do when they enter or leave the room. The school will have policies established by the faculty

to hand on to the new teacher. In some schools, a bulletin at the beginning of the year gives much of this guidance.

The more important suggestions are for students to go directly to their seats; to avoid too loud talking or unnecessary confusion; to begin to work when the bell rings; to leave rooms and use corridors in an unhurried, orderly manner. Dismissal of home rooms at noon and at the close of the afternoon session should be made by the teacher and not by the bell. At 1:05 P.M. and again at the three o'clock dismissal, bulletins are to be read. There is a five-minute interval between classes, time enough for students to be punctual. Upon entering the room, students should go to their seats, sharpen pencils, obtain paper, and so on.

The teacher should be ready to begin at once. He should plan his work so that all students will have enough to do for the whole period. Make the next day's or unit's assignment at the beginning of the class, pointing out, when necessary, what students should look for or expect to attain. The last few minutes can be used for study when work ends ahead of schedule. It should be made plain that the ringing of the bell does not dismiss the class; the teacher does that.

In every group are some who think it smart to ask diverting questions or to argue. Such students should be invited to come after school for further information. Not more than one student should be allowed to come to the desk at a time for help. Discourage hand waving unless invited and answering out of turn. Both of these devices are unfair to others. Deal firmly with the wanderers—the leave-the-room, get-a-drink, raise-the-window type. The best remedy is a live class and enough to do.

When it is apparent that a student has no intention of co-operating, he should be sent

out of the room to the office. Be sure to inform the office when this happens. The first time, the teacher should ask that the student be sent back after school for a conference. In no circumstances should this conference be held in the presence of others. These matters should not be put off in the hope that time will cure the situation. Putting off discipline encourages more bad behavior. When in doubt, consult the principal.

Students of lower mental ability will learn best by doing or by seeing. A wise use of movies will help, but they must have meaning and contribute to the educational welfare of the students. Plenty of supplementary materials should be provided for slow groups.

Have a systematic way of giving out and collecting papers. Never allow students to run to the desk to hand in papers. When you are ready for a class to hand in papers, have all do so whether all have finished or not.

*Important:* A beginning teacher should talk over with the principal all of his problems, no matter how insignificant they may seem. Some beginners are afraid that if they do this, they are indicating weakness and lack of knowledge. Such an attitude is a mistake. A doctor has to know the symptoms in order to effect a cure. It takes time to acquire the needed experience. The principal is one person who can hasten the acquiring of this know-how.

Another source of aid is older teachers and more particularly the department head. All of them will give help, if asked, and a wise beginner will ask often.

Knowing your subject matter thoroughly, skill in reinterpreting it for slow learners, and a program full enough to occupy the whole period are the best possible roads to a good order and learning.



## Book Reviews

FORREST IRWIN, *Book Review Editor*

*Poetry and Its Enjoyment* by THOMAS H. BRIGGS. New York: Bureau of Publications, Teachers College, Columbia University, 1957. 322 pages, \$4.00.

When one attempts to discuss an aesthetic problem, one is often confronted by a maze of conflicting theories. Thomas H. Briggs, in developing as his theme the *enjoyment* of poetry, does not dictate to or confuse a reader, but rather exposes him to a variety of poetic devices and themes which gradually lead him to an understanding of the poet's art. In the final analysis, a poem represents something different to each reader. Dr. Briggs's presentation, simple and straightforward, should clarify the subtle and often indistinguishable elements that deepen and widen our appreciation of poetry.

*Poetry and Its Enjoyment* is divided into two sections: Part I, which copes with the questions of what poetry is and does, and Part II, which deals with the techniques that poets use. Both parts are lucid, sincere, and profusely illustrated. In all of the areas covered, from the most theoretical to the most technical, the reader is never conscious of the analytical processes that often mar or destroy the unity of a poem. *Poetry and Its Enjoyment* is a readable book, which covers a complex subject in a disarmingly interesting way. As such, it is an ideal aid in adding to our enjoyment of poetry and in providing us with an understanding of the poet's continuing appeal even in our generation.

MARTHA PINDEL WOLF

*Physical Science for Liberal Arts Students* by HUGO N. SWENSON and J. EDMUND WOODS. New York: John Wiley and Sons, Inc., 1957. 333 pages, \$6.50.

One of the most difficult texts to write is that which includes and successfully combines the various physical sciences into a single teachable volume. This book is well written and the subject matter has been skillfully organized to create interest in and to develop science interrelationships. While the title implies that it is primarily for liberal arts students, much of the material is suitable for those students preparing for careers in the specific fields of science.

There are 183 figures, 39 plates, and 14 tables. Many of the figures are of the diagram type. These often furnish a definite challenge to the

thought processes of the student. The book is divided into three parts: historical review, the macrocosm, and the microcosm. The historical review presents an excellent background for the experimental method. The macrocosm includes ten chapters and microcosm nineteen chapters. In these two parts, factual material from astronomy, physics, and chemistry is interwoven so subtly and interestingly that the reader is sometimes unaware of the particular science involved.

One of the book's unique features is the introduction of geometry as a tool of measurement. Specific illustrations of this point are the calculation of the angle of elevation of Polaris and the calculation of the size of the earth from the height of the Empire State Building.

Atomic structure is unusually well done. Nuclear reactions, the Bohr atom, and a clear explanation of the application of Einstein's mass-energy equation to calculations of atomic energy are included. In Chapter 29, there is a rather complete schematic representation of electrovalence. Several equations are given, and both sides of the equations are developed. This is done more thoroughly and lucidly than in many other texts.

Each chapter is terminated with a well-planned set of questions and references. The questions are stimulating and thought provoking. The references are quite pertinent to the subject matter of this superior book.

LANGSTON F. BATE

*Teaching Science in the Secondary School* by R. WILL BURNETT. New York: Rinehart and Co., Inc., 1957. 382 pages, \$5.25.

This book is designed primarily for the beginning science teacher, but the experienced teacher will glean much from a careful perusal of it. It is organized into five major divisions: the redirection of science teaching; foundations of modern science teaching; improvement of classroom practice; illustrative procedures and practices; and status of the profession.

Part I begins with an analysis of problems facing modern science teaching today. Based on this analysis, an attempt is made to develop the aims and objectives of modern science teaching. Part II begins with a thirty-page review of the history of the American school system. This is followed by a chapter which attempts to summarize some of the findings of educational research studies of science

teaching. This in turn is followed by thirty pages of educational psychology related to instruction in science. Part III is the largest section, consisting of approximately 131 pages. This part concerns itself with the science curriculum, preplanning, functional laboratory and classroom practices (including such items as the place of lectures, discussion groups, audio-visual aids, diagnosis and evaluation, and the ordering and maintaining of equipment and supplies). Part IV consists of a collection of articles written by experienced teachers illustrating new approaches to some fundamental problems facing science teachers: "Combating Prejudice through Science Teaching" (essentially dealing with racism), "A Core Unit on Atomic Energy," "A Mental Health Unit That Made a Difference," and "Meeting the Needs of the Gifted Student" (two approaches). Part V concerns itself with science teaching as a profession.

The book is well written and easy to read. One strong point is the ample footnoting, so that statements can be traced to their original sources. It is well indexed. Throughout the book are excellent quotations and statements that reveal the philosophy of the author. This book is an excellent addition to growing numbers of books on the teaching of science.

DAVID J. BLICK

*The Negro in the United States* (rev. ed.) by E. FRANKLIN FRAZIER. New York: The Macmillan Co., 1957. 792 pages, \$6.40.

With the news dominated by reports of racial flare-ups ensuing from integration attempts and other related causes, there is need for a reappraisal of the complicated processes of interaction between different racial and cultural groups. Professor Frazier's book furnishes the basis for such a re-examination by all students of race relations. The author of this timely book is a distinguished scholar and professor of sociology at Howard University. His study is not concerned with social policy as such in dealing with the Negro problem but rather with the processes by which the Negro has acquired American culture and has emerged as an ethnic minority. In this respect it differs from Gunnar Myrdal's monumental *An American Dilemma*.

Presented as a revision of an earlier outstanding work, the current edition actually has only a few minor changes in the text. Most of the data remain based on 1940 census materials. The process of integration in the public schools has brought forth new pertinent comments, and the author has no delusions about the difficulties which the Negro faces in his struggle for equality. Professor Frazier presents the sound conclusion that the extent of

the necessary reorganization of American life will depend upon the effectiveness of the alliance between the Negro and other minorities who support the "assumed basis of a common humanity."

The book is divided into five parts: the Negro under the slave regime; racial conflict and new forms of accommodation; the Negro community and its institutions; intellectual life and leadership; and problems of adjustment. Exhaustive research went into the making of the earlier text. In the historical aspects of the study, the reviewer feels capable of criticism of some of the sources used or omitted, but the selection of sources upon which other parts of the study are based is judicious and commendable. Legal aspects of the Negro problem are slighted the most except for the noting of Supreme Court decisions in regard to segregation in public education.

The text is enhanced by the use of numerous tables, maps, and diagrams, though, unfortunately, these need revision in the light of more recent census materials and the momentous developments of the past several years. The student of race relations, as well as the lay public, will find this book indispensable in studying what is undoubtedly our number one social problem, while hoping that Professor Frazier will be able to bring the text up to date within the next few years.

JOHN L. HARR

*High School Teaching* by KENNETH H. HANSEN. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1957. 421 pages, \$5.75.

Dr. Hansen sets out to accomplish a difficult task in this new addition to the ranks of "methods books." In his words, he hopes to help "the teacher understand what secondary education in our society really means to the high school students themselves; . . . show the teacher how to use effective classroom teaching methods by applying known principles of human behavior and learning to specific classroom problems; and [help] . . . the teacher to understand his role as an educational leader of youth in school and community."

The text is divided into three parts corresponding to the three purposes outlined above. Each of the fourteen chapters presents an annotated bibliography as well as topics for study, discussion,

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and report. Several chapters contain summaries, while others do not.

This reviewer was particularly impressed with the second and third parts of the book. While the entire book seems to "talk down" to the student, the section on classroom teaching is nonetheless valuable in terms of the way in which both the advantages and disadvantages of many teaching methods are described. The discussions of activities (Chapter 7), use of materials (Chapter 8), evaluating outcomes (Chapter 9), and diagnosing difficulties (Chapter 10) are worth while, in spite of some degree of oversimplification.

The section dealing with the teacher as an educational leader (Part III) does little with this specific topic, but does provide good descriptions of extraclass activities (Chapter 12), guidance activities (Chapter 13), and programs for continued professional growth of teachers (Chapter 14). The author has a disturbing habit—at least disturbing to this reviewer—of referring to educational administration in quotation marks, but he does provide some slight indication that "administration" can be of service to the teacher.

In general, this would seem to be an excellent text for a freshman or sophomore college course for prospective teachers. The author sometimes tends to say that certain methods "will" bring certain results, and every reader should be sure to insert "might" where this is found. Dr. Hansen also indicates that all of us "know" much more than we "apply." While this text is aimed at helping create some incentive to "apply," it is doubtful that the general style of the book or the information contained in it will lead to this result with the practicing teacher.

JOHN E. CORBALLY, JR.

*Developing a High School Core Program*  
by LUCILE L. LURRY and ELSIE J. ALBERTY. New York: The Macmillan Co., 1957. 297 pages, \$4.75.

Core and core-type programs have been recommended, defined, and redefined for a number of years. It is certainly commendable that the authors of this book have stated a definition that is consistently applicable to all the material they present.

They believe that general education in the high

school should be reorganized on the basis of a core program as they define it. In a helpful manner the volume begins with the presentation of the traditional concept of general education. Recognizing that contemporary culture is characterized by rapid and fundamental changes and that this fact makes reorganization of the general education program imperative, the authors proceed with the problem of design.

Broad problem areas provide the basic structure or design. At this point sixteen problem areas that stood the test of a "criteria judgment" are presented and discussed in some detail. Immediately the discussion turns to exemplified ways of making problem area studies. It is very obvious that comprehensive problem areas will cut across conventional subject-field lines. This creates the need to plan for locating, using, and evaluating the resources needed to solve the various problems. Here again the method of presentation is to present theory and then to support it by examples, in this case "resource guides."

In the evaluation of the core program an area of teacher need is to understand how to use the resource guide in order to build learning units. Carefully defining their terms and insisting upon teacher-pupil planning, the authors now meet this need. Throughout this section the emphasis is upon careful planning.

A great obstacle to core program development has been the inability for some to see the relationship between it and the specialized subject-matter patterns. This problem is faced squarely by the authors and their point of view is again clarified by the use of examples.

The book closes with a discussion of the general question: How do you get a program for curriculum reorganization into operation? An answer is given, and here as throughout the book, the social premise is emphasized that people who are going to be affected by decisions and judgments should be involved in making them.

CHESTER T. MCNERNEY

*Psychology and Personality* by E. LAKIN PHILLIPS and JAMES F. GIBSON. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1957. 338 pages, \$3.96.

This book is intended to fill a need for a truly high school-oriented text in psychology and mental health. Realizing the wide differences which presently exist in the objectives and topical coverages of high-school courses for this emerging area, the authors set out to provide a highly flexible book. Its three main divisions—the child's development; psychology, mental hygiene, and the individual; and contemporary problems in individual, family,

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and social life—may be taken in any order. The chapters within each section may also be rearranged easily, as well as telescoped or expanded as interest and specific course objectives dictate. The authors make an earnest attempt to foster good learning techniques and to provoke the reader's thinking. Each chapter places emphasis on correct usage of psychological terminology through the provision of vocabulary listings, provides an opportunity to test one's knowledge by means of pertinent questions, and lists research and discussion questions and suggested outside readings. The readings at the end of each chapter, although they tend to be of a college textbook nature, are representative of many excellent works which should be used to complete the discussion on the several topics included in this book.

The first section of this book, the child's development, is an abbreviated overview of human development from infancy through old age. Part two—psychology, mental hygiene and the individual—touches upon the processes of learning, interests and abilities as related to vocational choice, courtship and marital problems, and the development of personality and social behavior. The final section explores the problems which are uppermost in contemporary life—delinquency and the criminal, alcoholism and drug addiction, social adjustment, the effect of emotional, mental, and physical handicaps, and, finally, the problems of a psychological nature which have to be met and resolved in daily living.

This book should be a definite aid to the high-school teacher of psychology and mental health. It is illustrative rather than exhaustive and it touches upon subject matter of great interest and importance to high-school students. The book might, in addition, easily be used as a vehicle by means of which, in a guidance-oriented setting, the student may be helped to look at himself more objectively within his own environment in order to plan a more realistic future.

LAWRENCE M. DERIDDER

*Handbook of Speech Pathology* edited by  
LEE EDWARD TRAVIS. New York: Appleton-Century-Crofts, Inc., 1957. 1088 pages, \$12.00.

With the publication of the *Handbook of Speech Pathology* a great gap in the available literature in the field of speech pathology has been deftly closed. The comprehensiveness of the text and the abundance of illustrative material make it a most welcome addition to our literature. The *Handbook* will prove to be valuable as a source book because of the wealth of material it offers

from the recognized personnel in the field of speech pathology.

Although no single book can do everything, the *Handbook* is sure to please in that what is included is all germane. There is no padding or verbosity. Everything given is essential to the student of this field. The chapter on "terminology and nomenclature" was a happy surprise. It will delight all of the pupils who are just beginning their study in this area.

LYMAN M. PARTRIDGE

## Who's Who Among Our Reviewers

*Dr. Bate* is professor of science and chairman of the division of science at the District of Columbia Teachers College, Washington, D.C.

*Dr. Blick* is associate professor of science education at the University of Connecticut, Storrs, Connecticut, and former head of the science department at Glastonbury (Connecticut) High School.

*Dr. Corbally* is on the staff at Ohio State University, where he is coordinator of field studies and services in the College of Education and assistant professor in the department of education.

*Dr. DeRidder* is associate professor of educational psychology at the University of Tennessee.

*Dr. Harr* is chairman of the division of social sciences at Northwest Missouri State College.

*Dr. Mc Nerney*, professor of education in the College of Education at the Pennsylvania State University, is the author of *Educational Supervision and the Curriculum* (McGraw-Hill).

*Dr. Partridge*, director of the speech clinic at the Central Washington College of Education at Ellensburg, Washington, is a past president of the Washington Association of Teachers of Speech and past vice-president of the Western Speech Association.

*Dr. Wolf* is an assistant professor at East Carolina College, Greenville, North Carolina. She has written and published numerous poems, including a book, *Catalyst*, in 1951.

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# The Humanities Today

Associate Editor: HENRY B. MALONEY

## TV & NEWER MEDIA

### *The Huntley-Brinkley Report*

Card: A+

Probably the most effective method of developing taste in TV viewing habits among teenagers is to assign commercial programs for home viewing. Like the flavor of a well-known gum, the art of being discriminating can be a lasting virtue. Not that this department advocates a TV watchers' society in which members tune in quality shows as a conditioned reflex; rather it is a case of what Pat Weaver, formerly of N.B.C., used to refer to as "enlightenment through exposure." Show them good things frequently enough, and they will develop a desire to watch them.

There are two good reasons why teenagers should be urged to watch a thoughtful newscast as part of their regular viewing diet. First, we are living in an era of unquestionable historical significance. Naturally, a person cannot evaluate it in perspective because he cannot detach himself from his own time and place. But he can, through keeping abreast of the news, be a spectator at the opening of the new Superscientific, Buck Rogers era. Secondly, many teenagers don't bother with the news section of the paper, preferring to spend their time on sports and movies. For the high-school student, who is used to living at a fast pace in the modern audio-visual world, TV news might have more appeal than the newspapers' static information.

In this writer's opinion, the Chet Huntley-David Brinkley reporting on "N.B.C. News" comprises fifteen of the finest minutes on television. I must admit that I haven't shopped around too much among the other network evening newscasts. John Daly (A.B.C.) seems rather condescending, conveying the impression that he is telling the news instead of sharing it. In closing the few programs I watched, he related a humorous incident, a technique which may have been all right for Lowell Thomas in the more halcyon Thirties but which seems too coy in an era when ICBM's, Sputniks, WAC corporals, and atomic depth charges are flying all over the damned sky. Possibly it is Mr. Daly's vice-presidential aplomb that annoys me,

but I just can't get much rapport with him. I have neglected Doug Edwards lately also, but after the big C.B.S. row about the editorializing of Edward R. Murrow and Eric Sevareid, one suspects there is not very much in the way of interpretation here.

The producer of the Huntley-Brinkley affair never reduces his two newscasters to the role of ringmasters for a big, three-ring newscast show. The film clips are intelligently edited down to the "hard news" so that there is ample opportunity for the two personalities to come across—the deliberate, thoughtful Huntley; the wry, skeptical Brinkley (who is very apt at subtle editorializing through tone of voice and emphasis). I even get an impression of immediacy and a feeling that their news is more significant because Mr. Huntley stands up when he delivers it, and I suspect that Mr. Brinkley is also standing.

The Little Rock coverage by John Chancellor of the N.B.C. staff was literately and thoughtfully done. In fact, the program shows a deftness in wording and a literacy which we have learned not to expect from newscasts. The Milwaukee aspect of the World Series was handled with friendly drollery. Furthermore, the program captured the tone of the McClellan Committee labor racket hearings through a few minutes of representative excerpts each night. The editing of the film clips allows the producer to include a wide range of topics in the fifteen-minute framework of the program.

Perhaps it's the basic idea that in a democratic country the news is something to discuss and mull over that makes me prefer the Huntley-Brinkley colloquy to single commentators. "N.B.C. News" will provide many thoughtful points of discussion for early morning home rooms and social studies classes.

H.B.M.

## *The Florentine School*

THE HISTORY OF PAINTING AS PRESENTED IN THE METROPOLITAN MUSEUM: PART 1, FILM-STRIPS ON ITALIAN PAINTING OF THE FLORENTINE SCHOOL.

Representative works of Giotto, Daddi, Aretino, Gaddi, and their followers have been selected from the Metropolitan's collection to



introduce its new series of filmstrips on the history of painting. This opening set, designed to illustrate the transition from medieval to Renaissance conceptions of art, contains a brief but intelligent text by Claus Virsch which directs the viewer toward a visual appreciation of the interest in man and nature which remained the major preoccupation of Renaissance art. Virsch's text, however, merely suggests the usefulness of these paintings for the study of history and culture and provides a context for a classroom commentary adapted to the educational level at which the film is being used.

The filmstrip is set up in terms of a contrast, the first frame being that of a thirteenth century triptych where the stylized figures, the symbolic and abstract presentation characteristic of medieval art are strikingly clear. Succeeding frames portray the gradual emancipation from tradition and the beginnings of a radically independent conception of art, which culminates in the *quattrocento*. The religious subject matter of early Florentine painting often obscures its fundamental interest in secular and human values. The opportunity afforded in the filmstrip to study detailed sections of larger canvases makes it possible to study and identify these values. The educational value of the set is greatly enhanced by this process of breaking up a large canvas into manageable sections. Succeeding parts in the series are to be released in chronological order and grouped around regional or national schools of painting.

The filmstrips are available from the Herbert E. Budek Company of Hackensack, New Jersey, in a variety of editions: Edition A, single-frame filmstrips (\$6.50) to Edition E, 2-inch by 2-inch cardboard-mounted slides with accompanying manual (\$25.00).

KENNETH F. LEWALSKI

History Department, Brown University

## TRANSCRIPTIONS

*Frontier Ballads* sung by Pete Seeger (Folkways Record, FP5003).

These twenty-seven selections are ostensibly organized to present the frontier in three stages which became a familiar pattern during the nineteenth century: the immigrants who came to the eastern seaboard and pushed into the back country in search of greater opportunity, the emigrants who made the trek to whatever enchanted region was known as the West of their time, and the settlers at work and play in their new homes. Overall, however, this organi-

zation is specious; the shifting line of advance cannot be so neatly parceled out in the record provided by folk music. The boatman on the Erie Canal and the Oregon emigrant both moved America westward, but chronology and geography make their differences more important than their similarities. The teacher may better consider the album a useful collection from which to document a dozen or more aspects of social history in the period.

Together these aspects cover a wide range of American experience and touch the landscape from Cumberland Gap to the California mines. They offer a semicommitment account of the hardships of a bachelor homesteader in his sod shanty, the lament of the lonely trail cowboy, a ballad cheerfully defying discrimination against the Irish, songs of the railroad, the ox teams, the mines, and the "play-party" so long an institution in the South. Many are familiar to anyone who enjoys folk songs: "Greer County Bachelor," "Blow the Man Down," "Young Man Who Wouldn't Hoe Corn," "Arkansas Traveler," "The Wayfaring Stranger."

As a whole, the album is of uneven quality. Not all the ballads are good enough to engage Seeger's fine talent, and he occasionally fails to use the best banjo playing in current folk-song performance when it might have saved an otherwise spiritless rendition. ("Joe Bowers," for instance, a fine ballad from the gold mining period, is flat and dreary here.) Nevertheless, the percentage of first-rate songs that are well performed remains high. The notes, as always in the case of Folkways, are abundant and useful.

"No Single Thing Abides," poems read by David Allen (Poetry Records, PR-202).

This record will interest the teacher who favors a thematic approach in the teaching of poetry. The six poems Allen reads embroider a single theme: the transiency of man's individual experience against the continuity of human experience as a whole. The title, "No Single Thing Abides," is taken from Lucretius. Four of these poems are usually taught in traditional English literature courses: Donne's "No Man Is an Island," Keats's "When I Have Fears That I May Cease to Be," Gray's "Elegy Written in a Country Churchyard," and Shelley's "Ozymandias."

Chidiok Tichborne's single existing poem, written in the tower on the eve of his execution, is included. The drama of the incident, the youth of the poet, and the merit of the poem itself make it appealing to young people. The title piece from Lucretius concludes the record.

As usual, David Allen reads with a depth of feeling that derives from restraint rather than false emotional pitches. Several of the poems are read to musical backgrounds which emphasize mood and establish a dramatic tempo.

FRANK and AUDREY HODGINS  
University of Illinois

## POEMS FOR TEACHING

In order to apply some of the generalizations that came out of last month's examination of "Termites," by Charles Bell, we need only turn to the companion piece we selected for it, Emily Dickinson's "There's a Certain Slant of Light." The imagery in Dickinson's poem does more than stop with a presentation of itself:

There's a certain slant of light,  
On winter afternoons,  
That oppresses, like the weight  
Of cathedral tunes.

Heavenly hurt it gives us;  
We can find no scar,  
But internal difference  
Where the meanings are.

None may teach it anything,  
'T is the seal, despair,—  
An imperial affliction  
Sent us of the air.

When it comes, the landscape listens,  
Shadows hold their breath;  
When it goes, 't is like the distance  
On the look of death.

The first image is that of the cold light of winter, the pale and shivery slant of sun in the small and dwindling part of the day. This light, with its evocation of deathliness, is explicitly called oppressive, but in a curious way. It oppresses "like the weight of cathedral tunes."

Miss Dickinson does two things here: First of all she sharpens the image by substantiating one sense, sight, with another, hearing, and both with a kinesthetic sense of weight. All who have heard—felt, rather—the heavy, shuddering roll of a church organ will more immediately associate the slant of light with deathly qualities. Secondly, the intensification of the image associates the first idea of deathliness with a second idea: God. Suggestions of religion, God, heaven, death, are all intertwined in the double evocation of the image.

The imagery in "Termites" also had evocative possibilities in the inherent association of termites and destruction. But the associations were not consistent in the image of the spider's web. Miss Dickinson's images, however, are consistently concentrated so that they create new levels out of their associations. The second stanza, for instance, opens immediately with the word "heavenly," which, in the second word, "hurt," is at once reassociated with the painful deathliness of the slant of light. This "heavenly hurt" is not physical, but emotional, spiritual, mental. Moreover, it is within these areas of human life that man makes meaning, assigns allegiances and beliefs—it leaves an "internal difference / Where the meanings are."

The third stanza further intensifies the association of pain and heaven into a universal condition of living. Heaven, God, can hurt as well as heal. God is as much the waning, blasted winter light as he is the full sunshine of a spring morning. Pain and death are facts that persist dumbly despite beliefs, creeds, dogmas—"None may teach it anything." When the shock that rearranges belief comes out of life and hits the human, the only inescapable reality is the shock. Period. But now notice what Miss Dickinson does. Having subtly and implicitly challenged orthodox and comfortable interpretations of experience, she all but states that the root of the challenge is the nature of God himself. The seal, despair, is "An imperial affliction / Sent us of the air." It is imperial in that it cannot be disobeyed despite any preconceived spiritual, emotional, or mental notions. That meaning has been prepared. So has the other, more startling meaning—out of the blue comes the dangerous, imperial will of God. Having thus suggested that God-as-torturer is at least a partial reality of life, she can now extend the idea beyond the human sphere to all of nature. With the simple device of personification—listening landscapes and breath-holding shadows—Miss Dickinson can show all existence cringing, numb, and frightened by the very real despair and affliction, all summed up in the concept of death itself, which belies man's wishful view of God.

One need not accept this reality outside the poem. But the constant interweaving of associations makes true metaphors of every stanza—a way to see, a reality or truth has been created within the poem. Now, who will attempt to make for this poem the kind of prose reduction we made for "Termites"? Can one say, "The fact of death makes God a torturer?" Certainly this is part of the poem, but it is scarcely all.

What about the fact that the slant of light not only comes, but goes? Very well, then, let us add another word to our prose redaction: "The fact of death makes God a torturer sometimes." But then we must ask: When? How often? Under what conditions? Indeed, we see at once that this poem makes no attempt at a quantitative pound by pound weighing of God. Instead of the idiocy that such an attempt would be, the poem is rather a suggestion about a new way to see God, that is, a new way to evaluate the potentialities of experience. Well, what experience? Any experience, certainly. How many additional words, sentences, paragraphs, pages, will we need to put the potentialities of experience into our prose redaction? The landscape and shadows are quiet, frozen things, like people playing statues, and like such people are about to burst forth once more into activity and life. Who will put the possible qualities of good and bad, of fear and joy of life, of certainty and doubt, of faith and terror, held for an icy moment in motionless landscape and shadow, who will put such into a prose redaction? And what of the figure, "the distance on the look of death?" The impersonal, sharp, meaningless, all-seeing sightlessness in the open eyes of a corpse, the terrible finality of death—who will put that into logical prose? Neither you nor I. It is enough to recognize how the bitterness of the final figure justifies the landscape and shadows at the very instant that it reiterates the poem's subject—and all in hard, concrete words that let you see.

What becomes clear is that if a poem is truly a poem, any prose redaction of it is bound to be a prose reduction. If, then, a poem is a concentrate of metaphoric associations, and consequently a concentrate of realities supralogically made, of a million possible united ideas, then perhaps the inclusive approach to a definition of poetry is this: a poem cannot be *said* in any other way but the way it is. Lay out the suggestions, ideas, associations, symbols, metaphors, specific objects until all the possibilities offered by the poem are covered. You may then get a long short story, or a novel, or a very lengthy essay; but to get the poem, you must rescrumble all the ingredients back just precisely the way they were in the first place. And there will be the puzzling thing again—the poem, with a core as concrete and real as a hickory nut and with spreading dimensions as big as the universe.

And this leaves me exactly where we began last month, and where you as teacher will be and have been every time you attempt to define

poetry either for a class or for yourself. When all is done, then you can say only the one thing that says everything and says nothing. A poem is—a poem.

MILTON R. STERN  
University of Illinois

## PRINTED PERSPECTIVES

### *Taking Popular Culture Seriously*

*Mass Culture: the Popular Arts in America*  
edited by BERNARD ROSENBERG and DAVID  
MANNING WHITE. Glencoe, Ill.: The Free  
Press, 1957. 561 pages, \$6.50.

A hand-tooled symbol for the dilemmas that face the serious student of American popular culture is a Marboro Book Club ad. This ad promotes membership through free copies of Bernard Rosenberg and David Manning White's new anthology, *Mass Culture: the Popular Arts in America*. No doubt about it, the book will become a landmark in national self-awareness. One of the most rewarding selections in the volume, moreover, is an analysis of the book business in America, with special reference to the debasing pressures that reprint houses and book clubs exert on the hard-cover publisher. Such pressures presumably also account for the tone of the Marboro ad. This thoroughly sober book is billed as "a scholarly, witty, wickedly revealing portrait of the 'Lonely Crowd' at play: From Mickey Spillane to Norman Vincent Peale; From Kostelanetz to Rock-and-Roll; From the 'girlie' magazines to the 'New Yorker'; From the Cult of Sadism to the Rituals of Conformity." The reader, irresistibly tempted to emulate such flights of fancy, might well add: "From a Sublime book to a Ridiculous advertisement."

For those who enjoy their irony sustained, there are more passages of neon glory: "THIS IS A BOMBHELL OF A BOOK." "Never until now," the copy writer claims about articles written as long ago as 1835, "has the scholarly world descended upon the 'popular' arts with such thoroughness, such diabolical zest, and such remorseless logic." The tone assumed toward the audience (the ad has appeared in all the major quality magazines) is precisely that kind of cultural cheer-leading so roundly condemned in the book itself. While the ad assures a wary reader that these scholars are justly celebrated in the academic sphere, their scholarship in *this* volume is directed toward some

"exceedingly down-to-earth questions." Which is to say that most of the time these scholars are up in the air. And the mass phenomena are "studied, diagnosed, and dissected with delightful erudition (and with utterly fascinating results)." One would infer from these delirious blurbs that the book was a special issue of *Confidential* devoted to the present state of American culture.

The ad symbolizes the growing difficulty in securing attention for serious matters in a society systematically "all shook up" by the public arts. As the decibel level rises, one must shout with geometric intensity to be heard. To be listened to is another and more complicated matter. And not only is there a heightening of public stimulation, there is a parallel narrowing of focus. Notice how the Sunday newspaper begins to devote more and more space to TV; it's a high-toned magazine indeed that doesn't regularly use TV-star covers; Hollywood producers apparently watch TV drama with piratical eyes and before one can say Philco Playhouse, a group of exciting writers have moved lock, stock, and Chayefsky to that Sodom by the Sea; Hollywood and TV City, as a matter of fact, have started to beat each other to the draw in the quest for the same new material. More and more, producers seek for climaxes of attention, the ideal vehicle being a play costarring Marilyn Monroe and Charles Van Doren as a maturing Benny Hooper in the "Well-Digger's Daughter-in-Law." And while the glory of Columbia's *Crosses* is still fresh in our minds, it is a somber thought that it took Van Doren's mugging omniscience to "justify" the ways of the egghead to man. Why hadn't this message gotten through before to the average person whose daily environment is crammed with evidence of the technological finesse of generations of eggheads? The answer is the same: the public arts are engines of systematic distraction. Their high noise level and narrowing focus inhibit mature reflection, prerequisite for the growth of the private person. The classroom luckily provides us with a soundproof booth in which to ask questions that will broaden the individual student's focus of attention and thereby make possible his development as a private person.

There are a great number of other new studies that take popular culture seriously in a way that is very helpful to teachers who want to relate their academic specialties (mainly history and literature) to the context of the adolescent: Gilbert Seldes' *The Seven Lively*

*Arts* (Sagamore Press, Inc., 50 Rockefeller Plaza, New York 20, \$4.95) is a reissue of the granddaddy of all such books with the author's 1957 second guesses on his 1924 observations; Walter Goodman's wonderfully witty yet deadly serious study of advertising, *The Clowns of Commerce* (\$4.95, also from Sagamore Press, a new press with a wonderful start in this area); Reuel Denney's *The Astonished Muse* (University of Chicago Press, \$4.50), by a man who is both a sociologist and a poet (!), in a plea for Americans to limber up their imaginations and not let them atrophy in such diverse fields of leisure as the hot rod, comics, TV, movies, or, in fact, in most areas where Americans invest their free time today. These volumes will be reviewed in detail in forthcoming issues.

P.D.H.

### *America, Land of Perennial Youth*

*The American Teenager* by H. H. REMMERS and D. H. RADLER. New York: Bobbs-Merrill Co., 1957. 267 pages, \$3.75.

Remmers and Radler carefully calk every possible hole in their methodology. Statistics run to 300 per page; the breakdowns of figures are infinite; the questionnaires are staggering. From "8,000 to 18,000" teen-agers have itemized their problems from nail biting to big noses.

The methodology is airtight, but the floodgates stand open. One teen-ager unwittingly suggests what may be the real problem: "It seems like that I never have nothing to do or when I got it to do, it bores me." Maybe the real problem is not the manifest tic, but the lack of values in peer groups manifestly without serious interest. In short, maybe the teen-ager's biggest problem is not knowing what his biggest problem is. If one would "understand" the teen-ager, counting the nail biters and neckers, as Remmers and Radler do, seems less valuable than counting (if one must count) the Presley fans, the hours spent on television, the dollars spent on records, as Remmers and Radler do not. The authors make the mistake of taking a lot of the fluff in the teen-agers' unexamined lives too seriously, and not reflecting about how serious their lack of seriousness is. (That teen-agers will sit still long enough to answer "serious" questions is no sign that they are not, to quote one of their noisier friends, "all shook up.")

Only a certain naïveté could account for the appeal to the teen-age subject to be "frank and sincere" in answering the questionnaires. Long



before William H. Whyte, Jr., people were presenting their public relations selves to sociological inquisitors. (Case in point: the discrepancy between those who "disapproved" of smoking and those who actually smoked accounted for in more devious ways by the researchers.) "Sincerity" becomes a mask to disguise real feelings.

Weighted down by too many figures and the caution that even a 6 per cent difference is meaningful, lacking the ballast of significant interpretation, *The American Teenager* drowns in a sea of trivia, a case of bringing coals to Newcastle if there ever was one. That's just what the teen-ager's trouble is. And that is close to what our problem as a nation is: After a vigorous youth, we are reluctant to grow up.

MARY E. HAZARD  
Levittown, Pennsylvania

### "Just the Facts of Life, Ma'am"

*The Decline and Fall of Sex* by ROBERT ELLIOT FITCH. New York: Harcourt, Brace and Co., 1957. 114 pages, \$3.00.

Sex is becoming for middle- and high-brow conversation what weather is to the low-brow. Robert Elliot Fitch would add, no doubt, and with the same result—boredom. In his widely discussed book, *Doctor of Divinity* Fitch traces in broad outline the history of American sexual mores from Puritan prohibitions to contemporary satiety. He disapproves both extremes although he concedes the Victorians a certain respect for the subject lost to our Ice Age of Sex.

American civilization suffers today a schizophrenic attitude toward sex. While the most baroque mammary gets the longest whistle in our popular culture, the American intellectual is perfecting his dispassionate yawn. Some like it hot, some like it cold, but it's hard to infer a clear picture of what Fitch likes. He disparages both Marilyn Monroe and Mary McCarthy. Rather does he idealize the love of Tristram and Iseult. Adulterers, yes, but theirs was a love, says Fitch, which existed in tension with a code of honor and restraint. Still the old popular sneer haunts the reader: "Stop! I love it!" In all fairness it must be added that Fitch also offers Shakespeare's concept of love as a model—the love of Romeo and Juliet that is constant, faithful, and spiritual. Opposed to this he sees modern variations on love—adolescent infatuation in physically mature human beings, the biologic half view of Kinsey, and the frigid superiority of the intellectual.

Dr. Fitch draws an often witty portrait of the cult of the bosom. Less convincing, however, is his rejection of the scientific method of observation. Dr. Fitch would do well to bolster his own arguments with a wider sampling of American literature from writers of more significance and influence than Elinor Glyn and Anita Loos. He might also borrow some of the caution about inference that he so condemns in Dr. Kinsey. Fitch impales the modern American writer largely on evidence Fitch finds in the literature itself, but this is often the viewpoint of unsympathetic characters. Then, too, Fitch's single-minded vision is often blind to the tongue in cheek of the studio press agent or the sophisticated novelist. Finally, satire implies in the writer a scale of values against which he measures his characters and finds them wanting. The values of a writer like Mary McCarthy, for instance, read in this light, might emerge as very like those of Dr. Robert Elliot Fitch.

More provocative are his suggestions that sexual satiety leads to violence—a thesis with many implications for American society—and that among several prominent American writers the *mystique* of sex without love has become a *mystique* of obscenity. This is his best docu-

### VALUABLE BOOKS FOR TEACHERS

- |   |      |
|---|------|
| <b>The Science Teacher in Action</b>      |      |
| By Helen L. Merrill                       | 2.25 |
| <b>The Psychology of Instruction</b>      |      |
| By Russell N. Cassel                      | 2.25 |
| <b>Wings Over the Congo</b>               |      |
| By Frances N. Ahl                         | 3.00 |
| <b>Experiences of a Fulbright Teacher</b> |      |
| By Effie K. Adams                         | 3.75 |

*From Your Bookstore*

The Christopher Publishing House  
Boston 20



mented position, but even here the reader wishes for a more fully developed, less erratic essay. He offers examples of the *mystique* of obscenity in both established authors and popular writers; he cites Robert Ruark's work as the sex urge perverted to sadism. The vast field of American popular culture remains largely untouched, however, but for an occasional reference to lovelorn columns in the newspapers. Would that Dr. Fitch had, at the risk of being more scientific, investigated the implications of his thesis in such data as, say, *Dragnet*, Mickey Spillane, the revival of horror movies, the creep comics, and teen-age violence.

M.E.H.

### TV's Growing Bookshelf

*Patterns: Four Television Plays with [His] Personal Commentaries* by ROD SERLING. New York: Simon and Schuster, Inc., 1957. 246 pages, \$3.95.

Rod Serling knows the resources of television as a new art form: "the immediacy of the living theater, some of the flexibility of the motion picture, and the coverage of radio." His *Patterns*, *Requiem for a Heavyweight*, and *The Rack*, read even as closet drama, reveal this awareness of the empathy of the close-up and the poignance of the large theme handled on a small scale. Except for an occasional lapse into melodramatic clichés of the "You don't mean . . ." variety, his dramatic technique is craftsmanlike.

His notes reveal a preoccupation with the significance of theme in a play. His themes are universal: the psychology of a has-been champion prize fighter in *Requiem*, the morality of the informer in *The Rack*, the ethics of success in *Patterns*. His resolutions, however, are comfortable. Mr. Serling wants to have his cake of custom and break it too. It reveals a certain paranoia that his work should be considered "controversial" by networks, agencies, critics, and viewers when the most damaging criticism of his work is that it is not controversial enough. One sane and hopeful fact prevails, however. Rod Serling (read his preface and his comments on each play) is his own best critic.

M.E.H.

### From the Critics' Notebook

TV: THE FAIRY GODPARENT (Yasha Frank, adapter of N.B.C.-TV's *Pinocchio*, as quoted in John Crosby's column): "Before television, people used to invent stories for children—

that's how legends grew. But we no longer participate in that way. Parents don't keep fairy tales alive by telling them to their children. There is too much spectator stuff. I wish parents would do more for their kids but they don't. As a substitute for parents keeping the story alive, I can take it up and do a proper job on TV.

"This is a kind of fulfillment for me after twenty years—not to do it itsy bitsy, not to give it the brushoff, but to work with what for me is a dream cast and with full resources. For me it's the end of the line. I have tried for years to give children equal rights. I've always said the best is none too good for kids."

KIDS AND TV'S "AUDIENCE CATCHALLS" ("As We See It," *TV Guide's* weekly editorial): "Readers ask what has happened to daytime children's programs—and it's a good question. Once you mention *Captain Kangaroo* and the *Mickey Mouse Club* you have covered about everything the networks are offering on weekdays by way of shows for the lollipop set. Some stations are doing a capable job with their local storytellers, clowns, puppets and games leaders.

"Cartoons are a staple; and most of the bigger stations edit out the racial caricatures and sadism that passed for humor in the 1920's, when the cartoons were produced. Generally, though, children are expected to watch cowboy, adventure and comedy films designed as audience catch-alls, programs that will appeal to adults as well as young people. And some parents complain that there should be more programs directed specifically to children.

"Network planners are concerned first with the problem of attracting a major share of the peak evening audiences. They try to balance their schedules with public service shows that will bring prestige to their networks. The matter of television entertainment for children of pre-school and lower-grade grammar-school age is not too high on their priority lists.

"Besides, programs for kiddies are pretty much a pain in the neck. *Howdy Doody*, which certainly did appeal to many children, was criticized for being too loud. Pinky Lee was panned for being silly. Many complained that Miss Frances was just for the tiny tots. It's impossible to please everyone—so one can't really blame the networks for their lack of interest. Still, it might be a service if the little ones had something besides soap operas, quiz shows and old movies to watch after they've had some fresh air."

# Audio-Visual News

By EVERETT B. LARE

## National Audio Visual Trade Show

New equipment shown at the National Audio Visual Association Trade Show in Chicago in July will be described in this and succeeding issues.

### Tape Recorders

Wollensak Hi-Fidelity Recorder, T-1500, \$189.50. This tape recorder seemed outstanding because of its light weight (eighteen lbs.) and small size ( $6\frac{1}{4}'' \times 10\frac{1}{4}'' \times 11\frac{3}{4}''$ ), combined with good volume and tonal control. It includes a 10-watt amplifier, two-level recording indicator, push-button operation, high-speed lever, record key lock, extension speaker jack, index counter, two speeds,  $3\frac{3}{4}$  i.p.s. or  $7\frac{1}{2}$  i.p.s., seven-inch reel capacity, and a switch so that it may be used as a public-address system. Accessories are available.—Wollensak Optical Co., 320 E. 21st St., Chicago 16, Ill.

Bell and Howell, Model 775, \$189.50. This tape recorder weighs thirty-eight lbs. It includes two  $5\frac{1}{4}$ -inch speakers, a five-watt amplifier, a speaker output, tone control, and push-button controls. It may be used as a public address system. It has twin-level recording guides, fast rewind, and forward speed. It has two speeds ( $3\frac{3}{4}$  and  $7\frac{1}{2}$  i.p.s.) and uses seven-inch reels. Other accessories are available. Size is  $10'' \times 15'' \times 16''$ .—Bell and Howell, Inc., 7100 McCormick Rd., Chicago 45, Ill.

The Tandberg Recorder, Model 2, \$249.50. This tape recorder has a fifty-five-watt amplifier, two tape speeds,  $1\frac{7}{8}$  and  $3\frac{3}{4}$  i.p.s. It accommodates a seven-inch reel. The frequency response at  $1\frac{7}{8}$  is 50-6,500 cycles. The tape counter is a regular clock-face element. Each minute shows  $2\frac{1}{2}$  revolutions. The dimensions are 15" long,  $11\frac{1}{8}''$  wide,  $6\frac{3}{8}''$  high. Weight, twenty-seven lbs. It is contained in a fine-grained mahogany cabinet. Price includes a durable carrying case. Another model, 3, has the basic components of the Model 2. It, however, has the superior quality of hi-fidelity performance and includes three tape speeds ( $1\frac{7}{8}$ ,  $3\frac{3}{4}$ ,  $7\frac{1}{2}$  i.p.s.). The price, \$299.50. An external high-fidelity speaker is available, price \$66.00. Each model is available with a plugged-in foot-pedal switch at an extra cost of \$50.00. The

reproduction at  $1\frac{7}{8}$  i.p.s. with the built-in speaker seemed of very high quality. This tape recorder is a foreign make manufactured in Oslo, Norway.—The United States representative is Tandberg, 10 E. 52d St., New York 22, N.Y.

The Webcor Educator, Model 2640, \$229.95. This tape recorder includes features found on its previous models with improvements. It records at two speeds ( $3\frac{3}{4}$  and  $7\frac{1}{2}$  i.p.s.). One control button controls the four basic operations. It will accommodate up to seven-inch reels. With the two induction-type motors, it is possible to reverse tape direction without turning over the reel. Special features include two recording heads, automatic stops, speedometer-type counter, level recording indicator, output selector switch, input and output jacks. The weight is 49 lbs.—Webcor, Inc., 5610 Bloomingdale Ave., Chicago 39, Ill.

The Language Master, \$295. This is not a tape recorder but is a special tape playback machine. It has been on the market for about three years. It is included for the benefit of anyone who may not be familiar with the instrument. As its title indicates, it is used for speech training and reading development. A printed card contains a word, phrase, or sentence. The card also contains a prerecorded tape of the same word, phrase, or sentence. When inserted in the machine, the student hears as well as sees the desired exercise. Often a picture is also included on the card. The Language Master has a jack for either a head-phone or external speaker in addition to the internal speaker. It is readily portable. It measures  $7\frac{1}{2}'' \times 16'' \times 8\frac{1}{2}''$ . There are six series of cards, including seventeen sets. Each set of 200 cards is priced at \$35.00.—McGraw-Hill Book Co. (distributor), 330 W. 42d St., New York 36, N.Y.

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## Findings



**TEACHER MORTALITY:** Half of the young men and women who began teaching in the United States last year expect to stop teaching within five years, a nationwide sampling by the United States Office of Education has revealed. Thirty per cent of those who were graduated in 1956 with qualifications to teach did not enter the teaching profession.

Only 28 per cent of the men teachers and 14 per cent of the women teachers involved in the survey said they planned to make a lifework of classroom teaching. A much larger proportion of the men, 49 per cent, said they planned to remain in the teaching profession but hoped to move on from classroom teaching to other positions, such as administration and supervision. Only 8 per cent of the women indicated such plans.

The survey revealed that 14 per cent of last year's new teachers began work without the bachelor's degree—4 per cent in the secondary schools and 22 per cent at the elementary level. It was also brought out that the median salary of beginning teachers in the country as a whole was \$3,600. Regionally, median salaries ranged from \$2,750 to \$4,000.

**MORALE BUILDING:** In these days of added pressures over and above the requirements of the regular classroom duties, morale sometimes hits a new low. No satisfactory policy has as yet been formulated that will offer a panacea for the ills brought on by multitudinous extra duties for teachers.

In its August issue, the *Texas Outlook* reported that the "how" of dealing with the problem is at variance in school systems across the nation. The author categorizes the practices into the following areas: "(1) Extra pay for all school activities that re-

quire work beyond the normal school day; (2) extra pay only in the area of athletics; (3) the providing of release time for extra work; (4) the hiring of supplemental teachers; and (5) no additional pay, with all school activities considered part of the normal teaching load."

Apparently some administrators feel that since every teacher must take on certain professional responsibilities (which they don't define) it is hard to say what is "extra" and what is not.

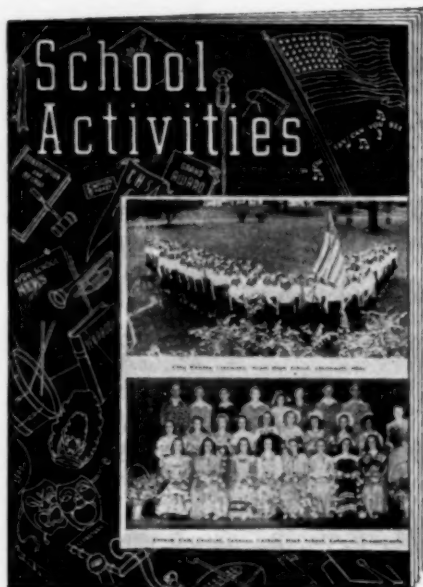
The tenor of the article would appear to be that some nationwide study, via individual communities in terms of their own circumstances, would be helpful in building morale where extra compensation is not provided.

**THE SKY'S THE LIMIT:** The United States Office of Education, according to the September *Changing Times*, found that about twenty years ago a college education cost approximately \$800 a year; now the figure is about \$1,800.

**THE ROLE OF LESSON PLANS:** An impromptu survey of the role lesson plans play and their value as an instrument furthering good teaching was made and a summary of findings given in the May *Montana Education* magazine. Briefly, out of 100 questionnaires distributed in several classes at Western Montana College of Education, eighty were returned and the consensus seemed to be that some kind of lesson plan was a necessary tool for good teaching. In the main, there was substantial agreement that both daily and long-range lesson plans are acceptable as long as they are not too detailed. In other words, length of lesson plan is not the criterion; rather, quality is the essential ingredient, plus flexibility.

JANE E. CORNISH

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